



Boston College Bulletin

Undergraduate Catalog

1981-82

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The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published six times a year in August, September, October, February, March and April.

Boston College is committed to providing equal opportunity in

education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

The Registrar's Office wishes to thank the Office of Communications for permission to use their pictures throughout this publication.

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Boston College



The University

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Undergraduate Education

In our idealistic moments we call a college a community of scholars. The phrase implies that not only do collegians meld themselves into a social and academic whole, but that faculty members and administrators join students in forming an integral and discernible community. Boston College is such a community. The members develop, in conjunction with persons who have similar high hopes for humanity, those distinctive values which the Christian tradition can generate when it is in contact with the real problems of contemporary experiences.

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, and other similar organizations.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the university. The book collections are approaching a total of one million volumes, and approximately 5,000 periodical titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students with special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over three million records from the Library of Congress and the more than 1000 contributing institutions.

A recent and growing development has been the provision of cus-

tomized computer searching of a wide range of data bases in the humanities and social sciences, science, and business.

Information on use of the libraries is contained in the *Guide to the Boston College Libraries* and other leaflets and pamphlets available in the libraries.

Bapst Library, the main library for the university, contains the research collection in the humanities, social sciences, and education. There are approximately 500,000 volumes, 4,135 active serials, a large collection of government documents, and an excellent collection of reference and bibliographic works. Outstanding special collections include the Francis Thompson Collection, the Irish Collection, Jesuitana, the Nicholas M. Williams Memorial Ethnological Collection, the Morrissey Memorial Collection of Japanese prints, and the Liturgical Collection.

The School of Nursing Library, one of the outstanding nursing libraries in the country, is the major campus resource for the literature of the health sciences. The collection of 34,000 volumes, 620 periodicals, pamphlets, doctoral dissertations and microform provides comprehensive coverage of nursing, with selective coverage of medicine and related topics. The Frederick J. Kennedy Learning Resource Center accommodates audiovisuals in the same subject areas.

The Science Library serving the departments of biology, chemistry, geology and geophysics, mathematics, and physics, has holdings of more than 57,000 volumes with 550 periodical subscriptions and most of the important scientific indexes. A specialized collection of more than 11,000 volumes and nearly 100 periodicals on Earth Sciences is located in the Geophysics Library at Weston Observatory.

The School of Social Work Library contains a collection of approximately 25,000 volumes and over 300 periodical titles, government documents, pamphlets and student theses. Materials cover the areas of professional social work, case work, social planning, child and family welfare, and community organization and research. Government and voluntary agency publications comprise much of the pamphlet collection.

The School of Management Library has special subject strengths in banking, economics, investment, marketing, and computer science. The over 60,000 volumes include trade directories, investment manuals and services, government publications, and 900 business periodicals. There is also a large collection of corporate annual reports and census files.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 125,000 volumes. The collection is basically Anglo-American in character but has substantial and growing collections of international, comparative and foreign law materials.

The Resource Center, presently sharing the library facility at the Newton Campus with the Law School Library, has holdings of approximately 25,000 volumes, strong in the fine arts, with an extensive record collection.

The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes modular and apartment residences as well as recreational and parking facilities.

The Newton campus is a 40-acre tract located one and one-half miles from the Chestnut Hill campus. It also contains classrooms, dormitories, athletic areas and student service facilities.

Equal Opportunity in Education

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural dif-

ferences. This policy of equal opportunity and non-discrimination in education underlies all of the graduate and undergraduate programs and services of the University, including admissions, financial aid, housing, access to all course offerings, extracurricular programs and activities, athletics, counseling and testing, health services and all other student services. The University's Office of Affirmative Action coordinates the implementation of this policy and is available as a resource to all students as well as faculty and staff.

Confidentiality of Student Records

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The College also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute which requires that students be permitted to review records in their files and offers them the possibility of correcting errors which they may discover. Students or others seeking more complete information regarding their specific rights and responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

The College routinely makes available to the general public directory information on its students in the following categories: a student's name, address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Unless advised to the contrary, the School will make this information available. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information. These forms are on file in the Registrar's Office and should be filled out at the beginning of each semester for which they are to be enforced.

Tuition and Fees

First semester tuition and fees are due by August 15, 1981.

Tuition first semester \$2,590.00

Second semester tuition and fees are due by December 15, 1981.

Tuition second semester—\$2,590.00

There is a \$100.00 late processing fee for payments received for first semester after September 25, 1981 and for second semester after February 12, 1982. There will be no late Registration or Confirmation of Registration accepted after September 25, 1981 for first semester and February 12, 1982 for second semester.

Payment should be made by check or postal money order and mailed to the Controller's Office. Scholarship holders are not exempt from payment of registration, acceptance deposits, insurance and fees at the time prescribed.

Undergraduate General Fees

Application Fee (not refundable)	\$ 30.00
Acceptance Deposit. Applicable to the last semester tuition. If a student does not enter in the year for which the fee is paid or does not formally withdraw before July 1 for first semester, or December 1 for second semester, the fee is forfeited. This deposit is not refundable to any student who has not completed at least one semester.	100.00
Health Fee	97.00
Identification Card	5.00
Late Confirmation of Registration	35.00
Late Registration	20.00
Recreation Fee—payable annually	52.00

Registration for new students (not refundable)	20.00
Tuition—payable semi-annually	5180.00

Undergraduate Special Fees

Absentee Examination	\$ 20.00
Certificates, Transcripts	1.00
Extra Course—per semester hour credit	175.00
Field Placement Fee	15.00
Graduation Fee	20.00
Laboratory Fee—per semester	7.00–100.00
Nursing Malpractice Fee	15.00
Special Students—per semester hour credit	175.00
Undergraduate Government Fee	24.00

Resident Student Expenses

Board per semester	717.00
Room Fee (includes Mail Service) per semester	varies
from \$675.00–840.00 depending on room	
Room Guarantee Deposit	100.00
Health Fee	97.00

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Withdrawals and Refunds

Fees are not refundable.

Undergraduate tuition is cancelled subject to the following conditions:

- 1) Notice of withdrawal must be made in writing to:
University Registrar
Boston College
Lyons 101
Chestnut Hill, Massachusetts 02167
- 2) The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition cancelled.
- 3) The cancellation schedule shown below will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

First Semester	Second Semester	
by Sept. 11, 1981	Jan. 29, 1982	80% of tuition charged is cancelled
by Sept. 18, 1981	Feb. 5, 1982	60% of tuition charged is cancelled
by Sept. 25, 1981	Feb. 12, 1982	40% of tuition charged is cancelled
by Oct. 2, 1981	Feb. 26, 1982	20% of tuition charged is cancelled

No cancellations are made after the 5th week of classes.

If a student does not wish to leave any resulting credit balance in his or her account for subsequent use, he or she should request the Controller's Office in writing to issue a rebate.

Recent Federal regulations issued by the Office of Education established new procedural guidelines applicable to the treatment of refunds whenever the affected student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the National Direct Student Loan, the Basic Educational Opportunity Grant, the Supplemental Educational Opportunity Grant, the College Work-Study, and the Guaranteed Student Loan programs. In such cases, the regulations require that a portion of any refund be returned to the Title IV Program. Further, if a student withdraws, the institution must determine if any cash disbursements of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the new regulations at Boston College will be available upon request from the Financial Aid Office and will be published in future University publications.

Admissions Information

Boston College is an academic community whose doors are open to men and women regardless of race, color, national origin, sex, religion, age, or handicap.

Boston College seeks to maintain an undergraduate student body

which represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admissions looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Undergraduate Admissions Office, Boston College, Chestnut Hill, Massachusetts 02167.

Admission From Secondary School

Although secondary school preparation varies, the recommended units are:

English	4
Foreign Language	2
Algebra	2
Plane Geometry	1
Lab Science	2

Applicants to the School of Nursing must complete at least two years of a lab science, including unit of Chemistry.

Entrance Examination

The following tests of the College Entrance Examination Board (CEEB) must be completed by each applicant no later than January of the senior year:

- Scholastic Aptitude Test (SAT)
- Achievement Tests in:
 1. English
 2. Mathematics Level I or II
 3. Third Test of the applicant's own choice

The SAT may be taken in either the Junior or the Senior year. The Committee on Admissions will select the best combination of test scores when evaluating an application.

Admission by Transfer

Candidates for admission-in-transfer to Boston College from another college or university should follow the procedure for regular application to the freshman class. In addition transfer applicants must submit the following credentials:

1. A letter from the candidate stating his or her reason for transfer to Boston College.
 2. A complete official transcript of all courses taken in all semesters at other colleges or universities. A statement of honorable separation from such institutions should be included.
 3. A course catalogue from the applicant's college or university.
- Usually only those transfer applicants who have maintained a grade point average of 2.5 or higher will be considered for transfer to Boston College. Credits will be accepted for transfer only for courses which are equivalent to those offered at Boston College.

Admissions-in-transfer are granted for the fall term beginning in September and for the spring term beginning in January.

The residency and tuition requirements for transfer students will be determined by the number of successfully completed semesters at the former school, not the number of courses transferred in.

Transfer students are required to complete a minimum of two years work (the equivalent of 18 courses or 54 semester credit hours) at Boston College in order to qualify for an undergraduate degree from the University.

Transfer students admitted to sophomore status or above may not accelerate the academic program for completion of degree requirements assigned by the Admissions Office at the time of their acceptance to Boston College. However, transfer students may, with prior approval, carry overload courses to make up deficiencies or to complete the number of courses appropriate to their assigned status.

Please consult the Undergraduate Admissions Bulletin for information on application deadlines, financial aid, and specific restrictions on the transfer of credit to particular undergraduate divisions. Candidates who are accepted will at the same time be notified of the terms of admission and credits to be allowed in transfer.

Special Students

The Office of Undergraduate Admissions at Boston College admits only those persons who wish to be enrolled as full-time day students. Those students who wish to attend Boston College on a part-time basis, for either day or evening classes, should contact: Dean of the

Evening College, Fulton Hall, Room 317, Boston College, Chestnut Hill, Massachusetts 02167.

Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants interested in advanced placement with credit should make arrangements to take the Advanced Placement Tests given by the C.E.E.B. in May of each year. The tests may be taken in the junior as well as the senior year of high school.

Advanced placement can also be earned for college courses completed at an accredited institution prior to enrollment at Boston College in which the student has earned a grade of "C" or better. Official college transcripts of these courses should be forwarded to the Admissions Office by August 1.

Should a student earn 18 or more credits, whether through superior performance on a minimum of three A.P. tests or through acceptance of at least six three-credit courses or any combination of these two methods, he/she will be eligible for sophomore standing. Should less than 18 credits be earned, the student can still be excused from core requirements; however, electives must be substituted for these core courses. Thirty-eight courses will still be required for graduation from Boston College.

Early Admission

Under the Early Admission Program, outstandingly gifted and highly motivated high school juniors are sometimes admitted to Boston College one year early. Early Admission candidates must obtain from their high school a letter stating that either they have completed all their requirements for graduation, or that they will receive their diploma after the freshman year at Boston College. All Early Admission candidates are requested to arrange for a personal interview at Boston College. Decisions on Early Admission applications are made after the receipt of the final grades in the junior year.

Minority Admissions Information

Boston College welcomes applications from students of all backgrounds and cultures. The Minority Admissions Program is responsible for the recruitment, processing and evaluation of all applications from Black, Asian-American, Hispanic, and Native American students. Applications are read in light of the applicant's cultural and educational background.

A Transitional Summer Program has been established for a select group of students who may have some educational disadvantages, but who do show some academic potential and motivation. Students who enter Boston College through the Transitional Summer Program are selected by the Minority Admissions Program.

International Student Admissions

Boston College welcomes the International applicant. The International Student Admissions Program is responsible for the recruitment, processing and evaluation of all international applications. Students are expected to submit the same credentials (transcripts, recommendations, etc.) as American applicants. Any international student whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL) exam. All documents should be submitted in English. If the credentials must be translated the original must be submitted along with the translation.

Financial Aid

Boston College administers a variety of assistance programs to help students finance their education when their own and their families' resources are inadequate for this purpose. It is a fundamental principle of financial aid, however, that the student's first resource must be his or her own earning capacity, followed by the income and assets of his or her immediate family.

To enable the college to make a proper judgment as to the amount and kind of assistance for which a student is eligible, a copy of the tax return and a Financial Aid Form (FAF) including the FAF Supplement must be filed along with the Boston College Financial Aid Application. Financial Aid Forms (FAF) and Supplements, tax re-

turns, and B.C. financial aid applications must be filed each year whether or not the student has filed previously.

The College's estimate of a student's need is based on an analysis of information supplied on the Financial Aid Form and tax return. Frequently, various forms of assistance must be combined to meet the student's need. In the event that an applicant receives other assistance after aid has been awarded, the college may be required to adjust the total amount of aid accordingly. All financial aid resources are limited, and it is our intent to use these resources in such a way that the greatest number will benefit. Students are expected to report outside awards which they obtain.

Students are required to save \$600–\$800 from summer earnings each year. We also expect all undergraduates who are Massachusetts residents to file for a Massachusetts State Scholarship. Students from other states which have a State Scholarship Program are also expected to apply. Undergraduate students applying for aid of any kind are required to apply for a Pell Grant before their application for other types of aid will be considered. Graduate students are expected to apply for a Guaranteed Loan through their bank as the first element in their financial aid package.

Most financial aid available at Boston College (whether institutional, federal or state) is awarded primarily on the basis of financial need, possibly combined with academic performance or potential or some other skill. Need is determined by using the forms indicated above and is re-examined annually. Students with the greatest need are generally given preference for most financial aid programs and thus tend to receive larger financial aid packages.

All financial aid recipients must be in academic good standing and must be maintaining satisfactory progress in their course of study. Satisfactory academic progress and academic good standing is defined by the dean of each school at B.C. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress and is not in academic good standing, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Specific information on the various programs, the conditions and procedures governing financial aid awards, and the various financial aid deadline dates, can be found in the chapter entitled "Policies and Procedures" of the Boston College Student Guide, or in the Boston College Financial Aid Application, the Boston College Financial Aid Award Letter, the Financial Aid Brochure, and the Financial Aid Dates and Deadlines Letter. Students are expected to be familiar with the contents of these sources as well as the other materials or documents which may be distributed by the Boston College Financial Aid Office.

Every student who receives funds through one or more of the five federal student aid programs must complete the affidavit on the B.C. application form stating that all funds received through these programs will be used solely for educationally related purposes, and attesting to or confirming his/her understanding of various other conditions.

The following types of aid are available individually or in combination:

Boston College Scholarships/Grants (Undergraduates Only)

These are based on need combined with academic performance or potential or some other skill and are designated for incoming freshmen with renewal contingent upon maintenance of the conditions under which the award was originally granted. Scholarships or grants which are lost or forfeited by the original recipients can be awarded to other upperclassmen.

Scholarships and grants may be increased from available funds if university costs increase. Such funds are used to aid new recipients as well as to increase existing awards to students whose need has risen.

Scholarship and grant recipients must maintain cumulative averages of 2.5 and 2.0, respectively.

Pell Grants (Undergraduates Only)

This is a federal program which can be applied for by using either the Financial Aid Form or a separate application available in the

Financial Aid Office. There is no application fee for this program. If fully funded, it will provide to all eligible students a grant of up to \$1750 based on an eligibility index. The eligibility index is computed on the basis of parental and student income and assets, as well as family size and number in college. All undergraduate students are required to apply if they are at least half time and if they are applicants for other aid.

Supplemental Educational Opportunity Grants (Undergraduates Only)

These are grants made available from federal funds to at least half-time students who have exceptional financial need. Grants range from \$200 to \$2000 per year and may be renewable upon reapplication as long as need continues. The four year maximum is \$4,000. The award must be matched by certain other types of federal, institutional, or state aid. Federal regulations require that this type of aid be awarded as a last resort only after all other types of aid have been exhausted.

Nursing Scholarship Program

The Department of Health Manpower provides funds to at least half-time students via a Nursing Scholarship Program. Awards are made on the basis of need, as determined by the Financial Aid Form and tax return and are renewable upon reapplication. Under this program the maximum award that can be made to a student is \$2,000 a year, although limited funding in this program usually results in considerably smaller awards.

It is anticipated that the federal government will soon terminate this program.

National Direct (formerly Defense) Student Loans

Amounts awarded are for at least half-time students and are based on need. Undergraduates are limited to a combined total of \$3,000 for the first two years and a combined total of \$6,000 for all undergraduate years. Graduate students are limited to a combined total of \$12,000 for undergraduate and graduate years. Veterans will automatically be considered independent of their parents when considered for this loan.

No interest is charged until repayment begins. Ordinarily a repayment period of 10 years is permitted, at an interest charge of 4% on the unpaid balance, beginning 6 months after graduation. Grace periods of three years without payment of principal or interest are allowed for military service, Peace Corps, and VISTA service. Also, no payments are required as long as the student remains at least a half-time student at the graduate level or undergraduate level.

Information on cancellation provisions and grace periods can be obtained by contacting the Student Loan Office in More Hall 302.

All amounts owed are cancelled in case of death or permanent total disability. Loans are renewable only upon reapplication.

Nursing Student Loans

At least half-time students may apply for up to \$2,500 per academic year. Amounts awarded will be based on student's need. No interest is charged on loans until repayment period begins. A repayment period of 10 years is permitted with interest of 3% charged on the unpaid balance. Repayment period begins 9 months after graduation with a period of deferral allowed for time spent in full-time graduate study, active duty in military service, or Peace Corps service.

For any Nursing Student Loans awarded *after* September, 1979 there are no longer any provisions for cancellation of part or all of the loan in return for employment as a nurse. Loans are cancelled for death or permanent disability.

Nursing students are encouraged to seek other sources of loans (e.g. HELP) due to limitations of funds in this program.

Law Enforcement Education Program

In service employees who received an award for the 80–81 academic year may be eligible to receive up to \$1500 in assistance (a combination of grant and loan). More detailed information may be obtained by contacting the Financial Aid Office at Boston College. Ordinarily a repayment period of 10 years is permitted at an interest rate of 4% on the unpaid balance, beginning 6 months after the student leaves school. The university may now extend the repayment period up to 10 additional years for certain low income individuals. Contact the

Student Loan Office for more specific information. Deferments are extended for the following reasons: 1) Volunteer service in a private non-profit, VISTA or Peace Corps type organization; 2) Service as an officer in the U.S. Public Health Service Commissioned Corps; 3) Temporary total disability; and 4) Service in an internship preceding a professional practice. Also, no payments are required as long as the student remains at least a half-time student at the undergraduate or graduate level. All deferments are followed by a six-month grace period. Deferments and grace periods are not included in the 10 year maximum repayment period.

More detailed information on the rights and obligations of the borrower will be provided when the signing of the promissory note takes place.

College Work-Study

With the assistance of Federal funds, the Financial Aid Office is able to provide to at least half-time students employment opportunities either on the campus or in various public or private non-profit off-campus agencies. Students are limited by B.C. to 15–20 hours per week during the school year and 35–40 hours per week during the summer or other school vacations and are paid on a weekly basis. Eligibility is based on need and earnings must be related to total educational costs. Students must be awarded Work-Study by the Financial Aid Office for each work period before they can be authorized for employment by the Student Employment Office. For more information on this process, please consult the list of important dates and deadlines published by the Financial Aid Office.

Student Employment Program

Some opportunities are provided for part-time employment throughout the school year. The limitation on hours makes it unlikely that students can earn more than a portion of tuition during the course of the year in this fashion.

Since all on-campus regular employment of any kind must be counted as a resource, students receiving other financial aid should check with the Financial Aid Office to be sure that additional earnings will not jeopardize the other financial aid awards.

Students should consult the Student Employment Office for more employment information.

State Scholarships

Depending upon the individual state regulations, most undergraduate and some graduate students may apply. Students from Massachusetts, Connecticut, Rhode Island, Vermont, Pennsylvania, New Jersey and Maine should apply through the Board of Higher Education in their home state since these states allow funds to be used at in-state or out-of-state schools.

Applications for the State of Massachusetts, Maine, New Jersey and Rhode Island may be picked up in the Financial Aid Office.

Guaranteed Student Loan (HELP)

Effective January 1, 1981 students can apply for these loans through a bank, preferably one their family has dealt with in the past. Yearly limits as well as total loan limits are as follows:

Category of Borrower	Yearly Limits	Total Limits
Dependent Undergraduate	\$2,500	\$12,500
Independent Undergraduate	\$3,000	\$15,000
Graduate or Professional	\$5,000	\$25,000

The total amount for graduate or professional students includes loans obtained at the undergraduate level. The new interest rate has been raised from 7 percent to 9 percent for any new student borrower who obtains a loan under the GSLP on the date the promissory note is signed. Students whose loans carry a 9 percent interest rate will be subject to a fixed 6 month grace period.

The interest rate will remain at 7 percent on loans made to student borrowers with outstanding GSLS. If a borrower does not have any GSL indebtedness on the date the promissory note is signed but the loan is made for a period of instruction beginning prior to January 1, 1981, the interest rate will still be at 7 percent. New loans borrowed at the 7 percent interest rate continue to carry the 9–12 month grace period.

Students who have difficulty obtaining a loan from their bank should contact the Financial Aid Office.

Parental Loans

Effective January 1, 1981 (in some states, it may be later). This is a new loan program intended for the parents of *dependent undergraduate* students. The maximum amount a parent may borrow for any one student in any academic year is \$3,000. The total loan limit for each dependent student is \$15,000. Repayment is required to begin within 60 days after disbursement, and there is no in-school Federal interest subsidy on these loans.

NOTE: Students should be aware that their total resources (family and student contribution plus assistance awarded by the school) combined with the Guaranteed Student Loan and/or Parental Loan may not exceed their educational budget for any year.

Outside Scholarships

A limited amount of outside scholarships are available through town, state, and private agencies. Information in this area may be obtained directly from the source of the funds or from the Financial Aid Office.

Other Financial Aid

Various tuition aid or installment payment programs are available, as well as commercial bank loans. Information is available for different payment plans, including the Boston College Tuition Prepayment Plan, at the Student Accounts Office in More Hall 302 and the Financial Aid Office in Lyons 210.

Student Services

AHANA Student Programs

(Afro-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College, especially those identified as being at an educational disadvantage. Among the services offered by this office are: tutorial assistance; academic advisement; individual and group counseling; tracking of academic performance; and career counseling. In addition to these services, the office assists various AHANA student organizations in developing and implementing programs designed to reflect the beauty, richness and diversity of differing cultures.

Athletics

The objective of the Boston College Athletic Association is to provide members of the entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition.

Career Planning and Placement Center

The Career Planning and Placement Center provides information, resources, and counseling as part of its educative service to students and alumni to assist them in making intelligent job and career choices and ways-of-life decisions. In addition to group meetings, career nights, and workshops, students and alumni can obtain personal counseling with professionally trained staff, and also avail themselves of paraprofessionals' assistance. Other services include campus recruiting; credentials; graduate school data; binders of current job opportunities; outreach career programs; reference data on occupations, employers, school systems, hospitals, and employment trends; internship job listings and advisement; and resource data on other aspects of job and career needs. The Center is located at 38 Commonwealth Avenue. Students should begin their career planning in the freshman year and should make appointments to utilize these services.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant

ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215.

Counseling and Mental Health Services

A Counseling Office is located in each of the undergraduate colleges to assist students in matters pertaining to personal adjustment, vocational decisions, educational planning and mental health problems. Provisions for individual counseling and psychotherapy are included among the services. Since the development of some types of personal potential and the solution of some adjustment difficulties can be achieved most effectively through group experiences, the Counseling Services provide a limited number of counseling groups each year.

Psychiatric consultation and treatment are available, normally without cost to the student, through the College Mental Health Center of Boston, a non-profit psychiatric facility with which Boston College is affiliated. Students may request a referral from any of the campus Counseling Offices, the Health Services Clinic, or may contact the College Mental Health Center directly for an appointment at 262-3315.

Dean of Students

The Office of the Dean of Students offers rehabilitative counseling and interprets University policies designed to safeguard and enhance the rights of the individual and the University community. It is also responsible for the Murray House Commuter Center, the Women's Resource Center, the Student Judicial System, the Student I.D. Program, and the Program for Handicapped Students.

Dining Facilities

The University offers service in four dining areas for resident students with a complete and nutritionally-balanced menu: McElroy Commons, Stuart Hall at Newton, Kirkwood Hall at 19 South Street in Brighton, and the New Dining Facility on St. Thomas More Road. In addition students may use their coupons in several a la carte cash-type facilities also available to non-board students because of the increased flexibility of the Meal Plan. Additional coupons are available at one-half price, if required, to any student eating more than the average. The cost for the Base Plan is \$717.00 per semester. In addition, the impact of Proposition 2½ may force Governor King to reinstitute a Meal's Tax in Massachusetts for students, which will have an effect on the dollars the students are paying for their Plan.

The Meal Plan is mandatory for Resident Students living in Upper Campus, South Street, Newton, and the New Dormitory on St Thomas More Road. The Board Plan Office, Ext. 3525 and 3533 will provide information on request which may be very helpful to those who do not understand the Meal Plan.

Health Services

The primary purpose of the Health Service is to meet the immediate health needs of the students and to assist them in maintaining an optimal level of health through educative services. The Department has two units: a clinic located in Cushing Hall on the Chestnut Hill Campus, and a 21-bed infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Payment of the Health/Infirmary Fee is required for all undergraduate students living in university housing. Undergraduates residing off-campus, but away from their family homes, are also charged the Health/Infirmary Fee but may request a waiver in September from the Health Services Office if they do not wish to utilize the services during the year.

The Health/Infirmary Fee is optional for commuting students living at their family home, and for graduate students. Any commuting student who has been erroneously billed may request that a credit be processed at the Health Services Office.

The Health/Infirmary Fee is not a substitute for a health insurance policy and the University strongly recommends that all students be covered additionally by an appropriate health insurance policy for hospital care and diagnostic testing.

An informational brochure detailing the school health services at Boston College is available at the Health Services Office, Cushing Hall, Room 119. Insurance information can also be obtained there.

Residence Accommodations

Boston College offers several different types of undergraduate student housing in three different residence areas. Each area houses both male and female students. The building style and individual accommodations vary with the location and are described below:

1. Lower Campus

- a. Edmonds Hall Apartment Complex
The nine-story Edmond's Hall Apartment Complex, completed in the fall of 1975, houses approximately 800 male and female students in 200 two-bedroom apartments. Each apartment unit consists of two bedrooms, bath, dining area, kitchen and living room. These modern, completely furnished, air-conditioned apartment units house primarily upperclassmen. Subscription to the University Meal Plan is optional.
- b. Hillside Rubenstein Apartment Complex
This air-conditioned apartment complex, completed in the spring of 1973, houses 725 students. Each completely furnished apartment unit includes two or three bedrooms, two baths, living room, dining area and kitchen. This area houses males and females, four or six per apartment, but is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional for students in this complex.
- c. Modular Apartment Complex
The Modular Complex or village consists of 86 duplex garden apartments. Completed in the spring of 1971, each air-conditioned, and fully furnished apartment unit has three bedrooms, two baths, living room, kitchen and wall-to-wall carpeting throughout. This area houses both male and female students, six per apartment, but is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional for students in this area.
- d. St. Thomas More Drive Residence Hall
This suite-style residence hall completed in the fall of 1980, consists of four and eight person suites housing approximately 800 male and female students. Each eight person suite has a furnished lounge area and includes a sink and counter space. Each floor of the residence hall has a separate lounge and study area. The facility also includes a 650 seat dining hall, a television lounge, a laundry room, typing rooms, and a game and recreation area. These units house primarily underclassmen. Subscription to the University Meal Plan is mandatory.

2. Upper Campus Residence Halls

These are standard dormitory structures with double student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, desk lamp, wastebasket and either shades or drapes. These twelve buildings house approximately 150 students each, normally freshmen and sophomores. All Upper Campus residents are required to subscribe to the University Meal Plan.

3. Newton Campus Residence Halls

The six dormitory buildings on the Newton Campus are similar to the "Upper Campus Dormitories" and are furnished in the same manner. Daily free bus service is provided to the Chestnut Hill campus, which is located one and one-half miles from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs which make it attractive to many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a cafeteria is located on the campus.

4. Special Interest Housing

The University also offers two special interest houses for students. Shaw House on the upper Campus houses 21 undergraduates in the Honors Program. Special educational programs are sponsored by the House during the year. Greycliff Hall at 2051 Commonwealth Avenue houses 37 undergraduate students interested in the Romance Languages of French and Spanish. A full-time faculty member lives in the facility with the students and moderates the three credit conversation course offered to the residents.

5. Off Campus Housing

The University provides no residence facilities for graduate students. It does, however, operate a Non-Resident Housing Information Office in Rubenstein Hall for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rental in areas surrounding the campus. Interested students should visit

the office Monday through Friday, 10:00 a.m. to 4:00 p.m. No listings are available by mail. In addition to the stated facilities, the University may lease additional facilities on a temporary basis if faced with a housing shortage in accommodating new students.

Student Programs and Resources

The place of student activities in the experience of a college student has great potential for contributing to his/her overall development. Among the services offered by the Office of Student Programs and Resources are the coordination of student organizations, the publication of the *Student Guide* and the management of the Ticket Booth, Orientation Program and O'Connell Student Union. The Office of Student Programs and Resources also serves as a focal point for international students attending Boston College.

Academic Regulations

Note: In addition to being familiar with the "Academic Regulations" in this "University" section of the bulletin, students are expected to know the "Academic Regulations" of their own college printed on subsequent pages.

University Degree Requirements

The requirement for the Bachelor's Degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5) of at least 38 three-credit courses, or their equivalent, distributed over eight semesters of full-time academic work. Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

University Core Requirements

The minimum liberal education CORE requirement to be fulfilled by all undergraduate students, as administered by the Council on Liberal Education, over a four-year period, will be the following. For specific CORE requirements of the various schools and departments, students should consult the appropriate sections of this Bulletin:

- 2 in History
- 2 in either Natural Science or Mathematics
- 2 in Philosophy
- 2 in Social Sciences (Sociology, Political Science, Economics, Psychology and approved courses in the professional schools)
- 2 in Theology
- 2 in any one of the following cluster areas:
 - a) English
 - b) Foreign Languages or Culture
 - c) Fine Arts, Music, Speech Communication and Theatre

Grading Scale

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

While the grade I (incomplete) is not recorded for undergraduates, Boston College recognizes that under unusual circumstances (e.g., extended illness), a limited extension of time beyond the end of the semester in which a course was initiated may be warranted. This can be accomplished with permission of the professor involved after consultation with the Associate Dean of his or her undergraduate college. The professor will establish the criteria and time limits for completion of the work. Normally, extensions will not extend beyond the sixth week of the semester following that in which the course was initiated.

In computing averages the following numerical equivalents for the twelve (12) letter grades are used:

A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	.67
B	3.00	C-	1.67	F	.00

Grades will be mailed by the University Registrar's Office to each student shortly after the close of each semester.

The Dean's List

The Dean's List recognizes the achievement of students semester by semester. The List classifies students in three groups according to semester averages: First Honors (3.700 - 4.000); Second Honors (3.500 - 3.699); Third Honors (3.300 - 3.499).

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332.

Beginning with the Class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Absence from a Semester Examination

Students will have to arrange for making up a semester examination which they have missed with the professor. Professors are asked to announce the time and manner by which students must notify them of absence and make arrangements for taking the absentee examinations. If, in particular courses, announcements about absentee examinations are not made, students should ask the professors to specify the acceptable excuse(s) for absence and the manner and time of notification and of arrangements for the make-up examination.

The only exception to the foregoing is the case where the student, because of an extended illness or serious injury, will miss all or most of his or her examinations and be unable to make up examinations for a week or more beyond the period scheduled for semester examinations. In such cases, the student or his or her family should call the Office of the Associate Dean of his or her college as soon as the prospect of extended absence becomes clear.

Transfers Within Boston College

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Dean's Office of the school to which admission is sought. Freshmen should wait until late March to initiate this process; other classes usually make inquiries in late October or in late March. The college administration involved in these procedures are:

College of Arts and Sciences	Dean Harrison	Gasson 109
	Dean McHugh	Gasson 109
	Dean McMahon	Gasson 109
School of Education	Dean Smith	Campion 104A
School of Management	Dean Cronin	Fulton 314
School of Nursing	Dean Dineen	Cushing 203

Withdrawal From a Course

Students who withdraw from a course after the second week of the semester but before the last three weeks of class will have a "W" recorded in the grade column of their permanent record. Students will not be permitted to drop courses during the last three weeks of classes or during the exam period. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal From Boston College

Students who wish to withdraw from Boston College in good standing are required to complete a Withdrawal Form and schedule an exit interview in the University Registrar's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

Leave of Absence or Special Study Program

Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form available in the University Registrar's Office. Students who take a leave of absence, subsequently decide to enroll at another college and then wish to re-enter Boston College, must apply through Transfer Admissions.

To assure reenrollment for a particular semester following a leave of absence or participation in a special study program, students must

notify the University Registrar's Office and the Dean's Office of the college or school about their intention, at least six weeks in advance of the start of that semester.

Readmission

Students who desire readmission will initiate the process in the University Registrar's Office, Lyons Hall. Applications for readmission should be made there and at the Dean's Office of the school involved at least six weeks before the start of the semester in which the former student seeks to resume study. The appropriate Dean's Office will make the decision on the application and notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

Special Programs (Non-degree)

Black and Third World Studies

The Black and Third World Studies Program at Boston College has developed along interdisciplinary lines, allowing students to examine a variety of approaches to solving problems faced by the Black community in America and Third World peoples in developing nations. Related courses are offered in various departments in the university.

Boston College also has a cross-registration program with Boston University, Massachusetts Institute of Technology, Simmons College, and University of Massachusetts (Boston). Under this program students are allowed to take Black and Third World Studies courses which are not offered at Boston College. Interested students should contact the Administrative Assistant in the Black and Third World Studies office, Lyons 301.

Cross Registration Program

Under a program of cross-registration, Sophomores, Juniors and Seniors may take in each semester one elective course at either Boston University, Brandeis University, Hebrew College, Pine Manor College, Regis College or Tufts University if a similar course is not available at Boston College. Students interested in the Afro-American Studies Program may cross register at Boston University, Massachusetts Institute of Technology, Simmons College or the University of Massachusetts (Boston). A description of cross-registration procedures and the authorization form to participate in it are available in the University Registrar's Office, Lyons 101.

Junior Year Abroad

The Boston College Junior Year Abroad Program has as its ideal the complete integration of the American student within a foreign educational structure. Provided he or she has the necessary language preparation, the student is free to choose the country and university where he or she wishes to study. Where there is an established and supervised program in the university of the student's choice, it is suggested that he or she take advantage of this opportunity. If there is no such program, then the student enters directly into the university setting and competes on the same basis as others enrolled in the foreign university.

Permission to spend the Junior year abroad is open to Sophomores, both men and women, in good standing in any of the undergraduate schools of Boston College. Application should be made as early as possible in the sophomore year, because some foreign universities require a very early registration. To be eligible, a student must have at least a B (2.9) grade in the major field, approximately the same grade in general average, and the approval of the Dean of the college. All applications are processed through the Office of the Junior Year Abroad Program. The student must consult the chairperson of the department of his or her major field for a program of studies to meet the requirements of his or her field of concentration and the collegiate degree. The student is encouraged to prepare for examinations in all subjects studied while abroad. These results are received by Boston College and translated into American academic equivalents. The student may be asked to submit written evidence of work done abroad and to take an oral examination for certification of credit.

Irish Studies at University College Cork

Irish Studies offers a junior year Irish Studies Program at University College, Cork which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad Office or see Professors Dalsimer and O'Neill of the English and History Departments.

The Pulse Program

PULSE affords the Boston College undergraduate an opportunity to combine community-based field work with the study of Philosophy or Theology. PULSE operates with the assumption that the community work provides an exciting point of departure for serious philosophical and theological reflection.

Through the combination of reflective, academic work and field experience, the program encourages the student to form critical perspectives on society, community and self. A student's experience—whether in working with children, visiting the elderly, lobbying at the State House or working with juvenile delinquents—becomes the context in which questions of personal authenticity, communal bias and the forces promoting or inhibiting social change are probed.

Opportunities for field experience are available in a variety of different neighborhoods and institutions. Included in the range of placements are crisis-counseling services, community action groups, schools, adolescent homes and after-school recreation programs. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems. (PULSE also offers a limited number of students the chance to develop independent projects.)

Supervision of student work includes on-site meetings with indigenous staff supplemented by bi-monthly meetings on campus. PULSE thus provides three levels of direction and supervision for student work. (1) The PULSE Director has overall responsibility for the educational goals and interests of PULSE students. In fulfilling that responsibility, the Director works as a consultant and advisor for both students and supervisors. (2) Each field project has a PULSE Council Coordinator, a student who is a member of the PULSE Council. (3) Each field project has an on-site Supervisor who, after an initial orientation session, meets regularly with students to provide information, direction and criticism.

Besides course work and supervision, PULSE sponsors films, slide shows, housing tours and workshops which are all designed to further enhance a student's experience. Some recent workshop topics have been Death and Dying and working with children.

Students may participate in PULSE during any of their undergraduate years at Boston College. They may participate in the same project over several semesters or move on to projects treating different problems. Although classroom reflection is regarded as the key to the fullest possible experience, students are allowed to work in projects without participation in a course. Credit, however, can only be made available to those students registered in PULSE courses.

For details on PULSE courses, consult the listings of the Philosophy and Theology departments.

Course Numbers and Codes

The alphabetic prefix indicates the department or program offering the course. The number indicates the level of the course.

000–299—Courses for undergraduate registration

300–699—Courses for undergraduate and graduate registration. For Education courses, this range is 300–399

700–999—Courses for graduate registration

(F; 3) or (S; 3) A 3-credit course that will be offered either in the Fall or in the Spring.

(F, S; 3) One course which will be offered in the Fall and in the Spring, but may be taken only once for 3 credits.

(F, S; 3, 3) A two-semester course that can be taken both semesters for a total of 6 credits.

College of Arts & Sciences



College of Arts and Sciences

The College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.), depending upon the candidate's major field. All degree programs within the college follow the liberal arts tradition.

Each student selects a major, which is a systematic concentration of courses that develops an understanding in depth of a single academic discipline or of an interdisciplinary topic. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the College of Arts and Sciences.

The fields in which majors are available are: Art History, Biology, Chemistry, Classical Civilization, Classics, Computer Science, Economics, English, Geology, Geophysics, Germanic Studies, Greek, History, Latin, Linguistics, Mathematics, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Slavic Studies, Sociology, Speech Communication and Theatre, Studio Art, and Theology. An Independent Major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department.

Each student also takes courses from the core curriculum, usually during the freshman and sophomore years. These courses are intended to provide the cultural background, intellectual training, and structure of basic principles by which students can comprehend a complex world and cope with rapid changes as they occur.

Because of the great diversity of course offerings in the College of Arts and Sciences, it is important that each student exercise care, both in the selection of a major as well as in the selection of courses in the major, courses in the core curriculum, and other elective courses. It is also advisable that students, particularly those with even a tentative interest in major fields (e.g. languages, sciences, mathematics or art) which are structured and involve sequences of courses, begin selection of their major and related courses at an early date. Students considering a career in medicine or dentistry should begin in the freshman year to fulfill the requirements for admission to professional schools in these areas.

It should not be considered necessary, or even desirable, that a degree from the College of Arts and Sciences, by itself, provide all the training needed to perform a specific job. It should provide preparation for graduate study in the major field or a related field, however. It should also furnish sufficient breadth of information and exposure to methods of inquiry so that, either alone or with additional training provided by professional schools, the student might effectively prepare for any one of a wide variety of careers, perhaps for a career not foreseen while the student is in college.

Academic and Career Planning

Simply stated, planning a course of study is difficult but necessary. In a college as diverse as Arts and Sciences, the choices of courses and areas of concentration are so numerous that a student should avoid a simple or haphazard arrangement of program. To ensure a coherent, well-developed program students are urged to consult at least once a semester with a faculty advisor within their major department. Students should also broadly consult with other faculty, students, the Deans, the Pre-Medical and Pre-Law advisors, the Offices of Counseling and of Career Planning and potential employers and professionals outside the University to ensure that all academic options have been considered and that plans are properly laid for meeting post-graduate objectives.

Academic Regulations

These Academic Regulations are effective from September of the academic year printed on the cover and binding of this Bulletin, except where a different date is explicitly set in a particular Regulation. If, after a student has withdrawn from Boston College, there have been changes in the Academic Regulations, and if the student is subse-

quently readmitted to the College, the Regulations in effect at the time of return apply.

Each student is expected to know the Academic Regulations presented below.

Requirements for the Degree

1.1 The requirement for the Bachelor's Degree is the completion, with satisfactory cumulative average (at least 1.5), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years.

1.2 Within the 38 courses, the following 14, comprising the core curriculum, are required for all students:

- 2 courses in English
- 2 courses in History (European History)
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in Natural Science or Mathematics
- 2 courses in Social Sciences (Economics, Political Science, Psychology, or Sociology)
- 2 courses in any one of the following cluster areas:
 - a) Foreign Languages or Culture
 - b) Fine Arts, Music or Speech Communication
 - c) Natural Science or Mathematics

Identification of the courses which will satisfy the core in each department can be determined by contacting the department and by reference to each semester's Schedule of Courses.

1.3 Each major within the College of Arts and Sciences requires at least 10 courses. No more than 12 courses for the major may be required from any one department. Two of these may be taken at the introductory level, at the discretion of the department. For the remainder of the courses, each department may designate specific courses or distribution requirements either within or outside the department to assure the desired coherence and structure of the major program.

1.4 Normally students will take up to 14 courses not included in either the major or the core requirement. Such courses should be selected with an eye toward integration and balance. It is possible for a student to major in two fields but for each major, all requirements must be satisfied, and no course may count toward more than one major.

1.5 Program Distribution: Of the 38 one-semester, three-credit courses required for graduation, Arts and Sciences students must complete at least 32 courses in departments of the College of Arts and Sciences. The remaining courses may be chosen from the offerings of the Boston College professional schools. Courses taken outside of Boston College under approved special study programs may also fulfill this requirement; when admitted to Boston College, transfer students may have accepted towards an Arts and Sciences degree courses analogous to Arts and Sciences offerings.

Normal Program, Overloads, Acceleration

2.1 Freshmen, sophomores, and juniors are normally required to carry five courses per semester; seniors, four courses per semester. Students who fail to complete the normal semester course load by failure, or withdrawal from a course, or by underloading, incur a course deficiency(cies). Non-seniors who wish to take only four courses in a semester may do so, but should consult with one of the Deans; students who underload should plan to remove the course deficiency so incurred as soon as possible (see 6.1 and 6.2). Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.2 Tuition shall apply per semester as published even if a minimum full-time load or less is carried.

2.3 All students wishing to enroll in a sixth course during a semester must receive a Dean's approval before confirmation of registration. Approval will be given to the request of students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought. Students whose averages so defined are between 2.0 and 3.0 may, under exceptional circumstances, be allowed by a Dean to enroll in a sixth course. Overload courses must be taken initially as audits and at the student's request are changed to credit at the time specified in the Schedule of Courses and posted outside the Deans' Office.

Students are not permitted to take a sixth course in their first semester at Boston College.

Normally, a sixth course will carry an extra tuition charge. This will begin in September 1981.

2.4 The only courses which a student, after admission to Boston College, may apply toward an Arts and Sciences degree (whether for core, major, or total course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Deans of the College of Arts and Sciences are authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross-registration programs;
- the Junior Year Abroad Program;
- official college exchange programs;
- special study programs at an academic institution other than Boston College;
- removal of deficiencies incurred by failure, withdrawal from a course, or course underload;
- subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration.

For any of the above exceptions, students must obtain in advance written approval from a Dean of the College of Arts and Sciences.

2.5 After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the College of Arts and Sciences (Gasson 103) to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.2; they will be considered for approval only for exceptional reasons. In accordance with University policies governing accelerated programs of study, the following will also be applicable:

- 1) Summer courses intended for acceleration must be taken at Boston College and must be authorized in advance by a Dean.
- 2) Overload courses taken for acceleration will carry an extra tuition charge.
- 3) Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study.

Pass/Fail Electives

3.1 Non-Freshmen are eligible, with approval of the department concerned, to enroll in a course on a Pass/Fail basis. This must be done at registration time in the Office of the Deans.

3.2 No more than 6 courses carrying "Pass" will be accepted towards the A&S degree.

3.3 Courses completed with a "Pass" evaluation do not fulfill the requirements of either the core curriculum or major field.

Fulfillment of Requirements by Equivalencies

4.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses:

- a) At any time before the senior year, a student may be exempted from taking courses in a core area. Such exemptions will be based on equivalency examinations in which the student demonstrates, to the satisfaction of the chairperson of the department concerned, a mastery of the content of such course(s). Exemptions do not carry grade or credit.
- b) Certain departments offer and identify full-year courses whose second semester content builds upon the material covered in first semester. For this reason, a student who fails the first semester of such a course should seriously consider whether it is advisable to continue in the second semester. However, a student may, with the approval of a Dean, be allowed to continue in the course. A second semester grade of C+ or better will entitle the student to credit and a grade of D- for the first semester of the course. This regulation may be applied also to Pass/Fail electives in a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester

in such cases. A list of departments and courses where this regulation applies is on file in the Dean's Office.

Academic Standards

5.1 It is expected that a student will have passed 10 courses by the beginning of the second year, 20 courses by the beginning of the third year and 30 courses by the beginning of the fourth year.

5.2 Students who transfer to Boston College with fewer courses credited than required for the status assigned by the Admissions Office must make up these deficiencies in order to graduate as scheduled.

5.3 In order to remain in the College a student must maintain a cumulative average of at least 1.50 as the minimum standard of scholarship and must have passed, while a student at Boston College, at least 8 courses by the end of the first year, 18 courses at the end of the second year, 28 courses at the end of the third year. Otherwise, the Associate Deans will require the student to withdraw. If a student passes only 2 courses in a semester, the Associate Deans will require immediate withdrawal.

5.4 A student who has been required to withdraw because of three or more deficiencies may immediately apply to the Deans for reinstatement or readmission. To be eligible for return a student must, ordinarily, reduce outstanding deficiencies to one by passing, with grades of at least C-, course(s) which have been approved in advance by a Dean (see 6.1 below). A student who has not received prior approval from a Dean, or who fails to achieve a grade of C- in each of the requisite number of approved courses, will not be allowed to matriculate in the College of Arts and Sciences for at least a semester.

5.5 Appeals on matters of fact involved in required withdrawal, reinstatement or readmission are to be made to the Associate Deans; their decision, after review of such matters, when unanimous, is final. Appeals on matters of fact where the decision of the Associate Deans on review is by split vote and appeals on questions of interpretation of the Regulations involved in required withdrawal, reinstatement or readmission can be carried only to the Dean of the College of Arts and Sciences.

Make-Up of Course Deficiencies

6.1 A student who, by failure, withdrawal or underload, lacks the number of courses required for his/her status must make up the deficiency(ies). This must be done by passing additional course(s) at Boston College in the regular academic year, or with a grade of at least C-, courses in the Boston College Summer Session or Evening College or, with at least C-, courses at another accredited four-year college. **EVERY MAKE-UP COURSE MUST BE AUTHORIZED IN WRITING BY A DEAN OF THE COLLEGE OF ARTS AND SCIENCES PRIOR TO REGISTRATION IN IT.** A deficiency should be made up as soon as possible after it has been incurred.

6.2 To make up deficiencies no more than three approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of four approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

Class Attendance

7.1 In order that students may derive the fullest benefit from the college experience, they are expected to attend class regularly. After an absence a student is responsible for finding out what happened in class, especially for getting information about announced tests, papers, or other assignments. Professors may include, as part of the semester grade, marks for the quality and quantity of the student's participation in class, provided announcement of this factor is made at the beginning of the semester.

7.2 A student who is absent from class on the day of a previously announced test or assignment is not entitled, as a matter of right, to make up what was missed.

7.3 In cases of absence extending beyond a week the student or a family member is expected to communicate with a Dean of the College of Arts and Sciences. Academic arrangements for the student's return to courses should be made with a Dean of the College as soon as the student's health or other circumstances permit.

Leave of Absence

8.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 101). A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions, and will usually last for no more than one year, although petition for extension is possible.

Academic Integrity

9.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgement by an Administrative Board, as the student shall request.

Administrative Board

10.1 An Administrative Board shall act, when called upon, in matters relating to "Academic Integrity."

10.2 An Administrative Board shall be composed of three people from the College, i.e., a Dean, a full-time faculty member, and a student. The faculty member shall be selected by the Dean from a list of six faculty members designated annually for this purpose by the Educational Policy Committee. The student member shall be selected by the Dean from a list of six A&S students designated annually for this purpose by the student members of the Educational Policy Committee.

10.3 A student coming before an Administrative Board shall have the right to exercise two challenges without cause against the student and/or faculty appointees to the Board.

Procedure of Appeal

11.1 Students with questions of interpretation or petitions for exception from these Regulations, apart from those specified in 5.5 above, may submit them to an Appeals Board appointed by the Educational Policy Committee.

11.2 A student should resolve problems on the manner in which grades have been awarded or on the academic practices of an instructor by direct and immediate contact with the instructor. In the rare case of an unresolved question the student should first refer the matter in an informal manner to the chairperson or director of the appropriate department or program.

11.3 A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, may be made normally no later than the sixth week of the following semester. In making a formal appeal a student files a written statement with the department chairperson or program director and thereafter the appeal is handled in accordance with guidelines approved by the Educational Policy Committee of the College. Current guidelines are available at the Office of the Dean.

Internal Transfers into Arts and Sciences

12.1 The College of Arts and Sciences expects that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and a cumulative average of at least 2.5 and will complete at least three semesters of full-time study in Arts and Sciences after the transfer; previous enrollment in A&S courses will not satisfy this requirement.

Grade Change

13.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval to the Dean's Office no later than 6 weeks after the beginning of the semester following that in which the course was initiated. This rule applies also to those grade changes that result from the completion of course work in cases where an extension was given to a student by a Dean to finish the work after the end of the semester in which the course was initiated.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative

average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332. Beginning with the Class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Special Academic Programs

The Honors Program

Scholastic excellence has traditionally been a hallmark of the educational experience at Boston College. In keeping with this tradition the Honors Program offers a flexible educational experience which provides new and innovative courses to satisfy the educational needs and interests of students with unusual talent and a record of superior achievement.

Students who seem to be sufficiently prepared and motivated to attempt a demanding program of study are interviewed and may be invited to participate in the Honors Program.

Students admitted to the Honors Program have added opportunity to devote their collegiate years to an education dedicated to excellence and enrichment through specialized curricula, modes of teaching and educational methods. Some examples:

Modern Man: The Cultural Tradition This two-year course for Freshmen and Sophomores is designed as a substitute for normally required core courses in English, Theology and Philosophy. Taught through methods ranging from lecture to seminar, the course attempts to discover and assess the ideas, issues, and values of Western Man in their cultural context.

Students in the Honors Program normally participate in a Junior Honors Seminar and a Senior Honors Thesis.

Scholar of the College

Candidacy in the Scholar of the College Program is extended to seniors with a 3.3 average who, after filing applications and demonstrating exceptional achievement, maturity, scholarly interest or creative skill, have been nominated by the Chairperson of their major department and been selected by the Dean of the College of Arts and Sciences. The Program aims at recognizing, encouraging and challenging superior scholarly and creative ability. In senior year the candidates carry one or two upper-division electives while engaged in a Scholar's Project (an unusually scholarly or creative piece of work) under the direction of one or two faculty members. Upon satisfactory completion of the Scholar's Project the candidate is given the distinction of Scholar of the College at Commencement in May. Application for candidacy and an outline of the proposed project must be submitted to the chairperson by November 10 of the junior year if the student is a January graduate and April 1 of the junior year if the student is a May graduate.

Independent Major

While under normal circumstances students are advised to follow the formal educational programs offered by the departments, in rare instances, for those students with special interests or needs which cannot be satisfied in a regular major, or double major, the College provides an extra-departmental major called an "Independent Major". This major requires a student to plan, with the aid of a faculty advisor, an interdisciplinary program involving at least ten upper division courses, normally extending over no more than three departments, and selected in accordance with a clearly defined unifying principle. Such proposed majors should be submitted in writing to the Dean's office before the end of a student's sophomore year. The Dean will arrange a review of each proposal before the Committee on Independent Majors, and this committee will rule on the application and will insure that the major will be comparable in depth and coherence to a typical departmental concentration.

Bachelor of Arts-Master of Social Work Program

The College of Arts and Sciences and the Graduate School of Social Work offer a joint degree program for a limited number of under-

graduate psychology and sociology majors. During the sophomore year interested students take two prerequisites (Statistics and Introduction to Social Welfare) and apply for formal acceptance in the program. They must meet all standard requirements for admission to the Graduate School of Social Work and complete all its foundation courses by the end of the senior year, at which time they receive the BA degree. They then enroll as Second Year MSW candidates for their fifth and final year. Further information and application materials may be obtained from the Graduate School of Social Work Admissions Office, McGuinn 135.

Bachelor's-Master's Program in Arts and Sciences

This is a four-year program offered in conjunction with the Graduate School of Arts and Sciences for students who have at least a 3.3 average and who have demonstrated to exceptional degree maturity, ability to work independently and knowledge of their chosen field. Under this program a student will, upon satisfying the requirements of both undergraduate and graduate schools, be awarded Bachelor's and Master's degrees. Students interested in applying to this Program must present to the Dean of the College of Arts and Sciences by the end of the Sophomore year a formal proposal written in consultation with the department chairperson and a graduate faculty advisor in the intended major area. Admission to the Program is recommended by the Dean to the Graduate School of Arts and Sciences after an appraisal of the applicant by a Dean's committee of advisors. Such recommendation will depend on overall excellence in the student's undergraduate record and exceptional performance in the undergraduate major.

Further details regarding the proposal format and overall Program requirements may be obtained from A&S Department offices or the Office of the Dean.

Minor in Secondary Education for Students in Arts and Sciences

Students majoring in Art, Biology, Chemistry, Physics, English, History, Mathematics, French, Spanish, Speech Communication and Theatre or Theology in the College of Arts and Sciences may apply to minor in Education. This program begins in the junior year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Education. N.B. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

Pre-Medical/Pre-Dental Program

This program, which is not an academic major, is headed by the Pre-Medical/Pre-Dental Advisor. Over the years the program has guided the undergraduate preparation of thousands of students and has assisted them in securing admission to scores of medical and dental schools, including the most prestigious.

Medical and dental schools state clearly their preference for the applicant who, in college, has majored and excelled in a field of interest while demonstrating ability and achievement in at least four full-year science courses. Thus, the student planning to study medicine or dentistry may choose for a major field in college any one of the humanities or natural sciences or social sciences. Whatever the major, he or she is expected to acquire a liberal education and is required to have among his or her collegiate courses one year of each of the following with laboratory: General Chemistry, Organic Chemistry, Biology and Physics. In addition, some medical and dental schools suggest or recommend one or several science electives; a large and growing number require a year of Calculus. Medical and dental schools expect good performance in all academic areas. Applicants with slightly lower grades in unusually challenging programs or in advanced courses are at least as acceptable as those with good or excellent grades in less demanding curricula or courses.

Since normally application for medical and dental schools is made at the beginning of senior year and since, therefore, evaluation and decision about admission are based on the student's record for three years, completion of the required sciences and mathematics by the end of junior year is strongly recommended.

Because a large number of students are interested in careers in medicine and dentistry, competition for admission to medical and

dental schools has become very intense. The mean grade point average for the 15,000 students admitted to medical school in Sept. 1978 is 3.48 (out of 4.0). For this reason, students in the pre-medical/pre-dental program are urged to examine critically and realistically their own performance by the middle of the sophomore year. Students who have any doubts about their academic record should consult the Pre-Medical/Pre-Dental Advisor as early as possible. Students are also urged to consider alternate careers while fulfilling the requirements for admission to medical or dental school. By careful choices of major and courses a student may prepare for careers in science, education, and management, as well as health services. Careers will be open in government, industry, teaching and social services for students who have a basic knowledge of mathematics, biology, chemistry and physics along with a knowledge of economics, management, sociology and psychology.

Greycliff French and Spanish Language Houses

Greycliff is a living/learning residence designed to encourage fluency in language speaking.

Students living at Greycliff participate in informal programs in the languages.

Residents are required to attend a weekly conversation hour for Greycliff students, under the supervision of a faculty member. After completion of two semesters of this living/learning program, Greycliff residents will receive 3 course credits. (See listing in Romance Languages course offerings).

Departmental Honors

The designation of departmental honors is reserved for above-average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

Special Interdisciplinary Programs

In addition to the Areas of Major Study offered by individual departments, a variety of special programs is available. While no one of these is to be assumed a major, it is possible, in some of them, to develop a major program; and all of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program, even if it is not a major.

The Cambridge Humanities Seminar

The Cambridge Humanities Seminar is a collaborative effort by universities in the Boston-Cambridge area to enrich and diversify their interdisciplinary offerings in the humanities at an advanced level. The program is centered at M.I.T. and offers subjects to students in the humanities at participating universities during the last two years of undergraduate and the first two years of graduate work in an area of scholarship periodically determined by its membership. The program currently involves faculty in literature, history, philosophy, and fine arts. Its current subject is the idea of the past as it plays a role in the study of various cultural activities. All subjects have limited enrollment. For further information contact Prof. William Youngren, of the English Department, Carney 428, x3733.

Center for East Europe, Russia and Asia (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Departments of Economics, Education, Fine Arts, History, Philosophy, Political Science, Sociology, Slavic & Eastern Languages, and Theology, and offer over eighty academic courses connected with the study of the culture, history and political life of East Europe, Russia and Asia. Many of these same professors also take part in two biennial interdepartmental courses sponsored by CEERA.

In addition to teaching activities, members of the Center are involved in publication of the specialized quarterly *Studies in Soviet Thought* and of the monograph series *Sovietica*, which now contains some forty-two volumes. Interested students with some knowledge of Russian or other relevant languages are encouraged to participate in these projects. CEERA also sponsors talks and symposia on topics of interest.

Undergraduate students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from:

Prof. Thomas J. Blakeley (Philosophy), Director, Carney 201A
Prof. Peter S.H. Tang (Political Science), Associate Director
McGuinn 229

Information on undergraduate majors with related area concentrations should be obtained directly from the academic departments: AB, MA, PhD in History or Philosophy; AB, MA in Russian or in Slavic Studies (Slavic & Eastern Languages).

Environmental Studies

The Environmental Studies Program, under the direction of Professor George Goldsmith, assists students in the design of interdisciplinary projects and programs dealing with environmental matters. Through it, students have access to environmental facilities and resources at fourteen area institutions.

Students in the Environmental Studies Program must major in a specific discipline. They may, however, develop a related concentration in environmental studies by choosing relevant courses from the offerings of various departments on the BC campus and, in some instances, on the campuses of those institutions which have consortial arrangements with Boston College. Credit can also be obtained for independent study and internships with various environmental groups, both government and private.

The Environmental Program sponsors, from time to time, special programs aimed at increasing environmental awareness. Those interested in pursuing studies in this area should contact the Environmental Center, Prof. George Goldsmith, Higgins 453, x3592.

Irish Studies

Irish Studies offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include: a three-semester sequence of courses integrating the history and literature of Ireland from the eighteenth to the twentieth centuries; a study tour in Ireland, a one-semester course culminating in three weeks of field study in Ireland.

Irish Studies offers a junior year Irish Studies Program at University College, Cork, which provides intensive exposure in areas of Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad Office or see Professors Adele Dalsimer and Kevin O'Neill of the English and History Departments.

Specific courses in the Irish Studies Program are listed below. Detailed descriptions may be found under the appropriate Departmental listings.

Students interested in studying the Irish language should consult the Evening College Catalogue.

- En 670 Yeats (F; 3)** Adele M. Dalsimer
- En 500 Literature & Politics in 18th & 19th Century Ireland (F; 3)**
Adele M. Dalsimer
- En 505 Modern Irish Drama (S; 3)** Adele M. Dalsimer
- En 508 Twentieth Century Irish Poetry Exclusive of Yeats (S; 3)**
Adele M. Dalsimer
- En 510; Fa 227; Hs 216 Irish Literature, History and Art (S; 3)**
Adele M. Dalsimer, Pamela Berger, Kevin O'Neill
- Fa 225 Irish Art (f; 3)** Pamela Berger
- Fa 328 Seminar in Manuscript Illumination from Late Antiquity through the Gothic Period (S; 3)** Pamela Berger
- Hs 417 Politics and Literature in 18th and 19th Century Ireland (F; 3)** Kevin O'Neill
- Hs 416 Ulster: The Rise and Fall of a Sectarian State (S; 3)** Kevin O'Neill
- Hs 420 Politics and Development of Modern Ireland (S; 3)** Kevin O'Neill
- Sc 495 Ireland: Society in Transition (S; 3)** John D. Donovan

Students interested in the Irish Studies Program should contact Professor Adele Dalsimer of the English Department, Carney 439, x3723 or Professor Kevin O'Neill of the History Department, Carney 162, x3793.

Medieval Studies

This interdisciplinary program is designed to give undergraduates a comprehensive view of the medieval period, including such subjects as history, geography, linguistics, literature, art, philosophy, theology, and science. Information about this program is available from Prof. Richard Schrader, of the English Department, Carney 460, x3718.

Music Program

This interdisciplinary program is designed to provide the student with an intellectual understanding of Western Music as a science and art. While it provides the opportunity to enrich the academic programs of majors within other disciplines, under certain circumstances an Independent Major in Music can be designed for a student who demonstrates marked musical ability. Courses in the history of music include comprehensive analysis of music from the ninth century to the present, outlining major musical forms from simple A B A and Rondo to Sonata-Allegro and Symphonic Poem, from folk song to opera, from organum to fugue. Theory courses include study of chordal structure, counterpoint and instrumentation. Courses specializing on specific periods in history such as Baroque, Classical, Romantic and Contemporary, as well as the theory courses, are identical with courses which elsewhere comprise requirements for the music major within a liberal arts curriculum. Piano Performance, the study of music's foundation instrument, is also offered.

Music studies are available to all undergraduates within the university. Attendance at concerts on campus as well as by the Boston Symphony Orchestra, the Boston and Metropolitan Opera companies, visiting artists and orchestras are considered as part of the student's study. For pre-medical, pre-law and business majors, the study of music provides a life-long enrichment. For majors in the Humanities, the music courses offer the study of poetry in tonal art. Information may be obtained from Dr. Olga Stone, Director of Music Program, St. Mary's House, Newton Campus, x4438.

Program for the Study of Peace and War

Since its inception in 1971, the Boston College Program for the Study of Peace and War has provided students with opportunities to study and act upon questions related to violence and conflict management. The goal of the program is to challenge the university community to confront the nature of war and injustice, explore alternatives to these problems, and to construct new institutions and values which encourage peaceful relationships among individuals, groups, and nations.

Two interdisciplinary courses, Perspectives on War, Aggression, and Conflict Resolution, Part I & II, form the core of the program. Instituted in 1974, these courses have involved faculty from the departments of History, Sociology, Theology, Philosophy, Psychology, Economics, Physics, and Political Science. Perspectives I is devoted primarily to an investigation of the causes of war and conflict while Perspectives II presents a series of alternatives to war and injustice.

A student who is interested in pursuing further studies in this area may elect two other interdisciplinary offerings. One such course, The Crisis of World Hunger, offered jointly by the Economics, Sociology and Theology departments, is an investigation of the nature of the world hunger problem from various perspectives. Its sister course, entitled Energy and Global Conflict, explores the implications of increasingly scarce energy resources for actual and potential international conflict. Both courses seek to integrate analysis of the problems with prescriptions for solutions.

In addition to the four interdisciplinary courses sponsored by the program, an interested student may elect other courses from within the university to build an integrated program in Peace Studies. While curriculum development has been our main focus, the program also sponsors numerous extracurricular activities. We conduct a regular film series, sponsor lecture series, and organize conferences on issues of interest to the Boston College Community. Students interested in this program should contact Peter McGrath of the Philosophy Department, Haley House, 232-6465.

Urban Affairs

The Urban Affairs Program is designed to introduce the student to the analysis of the complex problems of the American city, including those of race relations, administration, poverty, welfare programs, housing, and finance. The program aims to bring together insights

from each of the social sciences in an effort to arrive at a greater understanding of the problems in our cities. Students majoring in any of the five social science departments—Economics, History, Political Science, Psychology, and Sociology—may apply to the chairperson of their major department for admission to the program. Information about the program may be obtained from the History or Economics Department.

Senior Awards and Honors

Scholar of the College: For unusual scholarly and/or creative talent as demonstrated in coursework and the Scholar's project. Candidates for Scholar of the College are nominated by the department chairperson and selected by the Dean in their Junior year.

Order of the Cross and Crown: For Senior men and women who, while achieving an average of at least 3.5, have established records of unusual service and leadership on the campus.

Bapst Philosophy Medal: For overall outstanding performance in philosophy courses.

George F. Bemis Award: For distinguished service to others.

Albert A. Bennett Award: To a member of the Senior Class who has demonstrated a high level of mathematical achievement and has shown interest in and desire for a career in teaching.

Wendy Berson Award: For excellence in Romance Languages.

Alice Bourneuf Award: For excellence in Economics.

Francis A. Brick Award: For outstanding character, loyalty, leadership, and scholarship during four years at Boston College.

Brendan Connolly Award: For outstanding love of books and learning.

Cardinal Cushing Award: For the best creative literary composition published in a Boston College undergraduate periodical.

Patrick Durcan Award: For overall outstanding performance in history courses.

Mary A. and Katherine G. Finneran Commencement Award: For outstanding success in studies while also devoting time and talents to other activities for the enrichment of the college and student life.

General Excellence Medal: For general excellence in all branches of studies during the entire four years at Boston College.

William A. Kean Memorial Award: To that member of the graduating class deemed the outstanding English major.

William J. Kenealy Award: To a graduating Senior who has been distinguished in academic work and social concern.

Allison R. Macomber, Jr. Award in the Fine Arts: For outstanding work in the Fine Arts in honor of Allison R. Macomber, Jr., Artist-in-Residence at Boston College, 1963–1979, whose presence and teaching opened the eyes not only of his students but of the entire community to the greatness and wonders of art.

Albert McGuinn Award: For excellence in a science or mathematics major combined with achievement—either academic, extracurricular, or a combination of both—in the social sciences or humanities.

John F. Norton Award: To the student who best personifies the tradition of humanistic scholarship.

Cardinal O'Connell Theology Medal: For overall outstanding performance in theology courses.

Harry W. Smith Award: To a Senior who has used personal talents to an exceptional degree in the service of others.

Joseph Stanton Award: To a student who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Tully Theology Award: For the best paper on a theological subject.

Nominations for these awards may be submitted to the Office of the Dean.

Areas of Major Study

The philosophy and objectives of each major are presented below, along with specific course requirements. These requirements include the number of courses, as well as specific courses or distribution requirements necessary for the major. They may also include requirements for achieving departmental honors.

In a liberal arts college, the major is not only a path to some future profession, but is itself, together with core courses, and electives taken in other areas, a liberal arts experience. A major is a systematic concentration of courses taken in a given academic discipline which enables a student to acquire a somewhat more specialized knowledge

of the methodologies used in the discipline, their origins, their possibilities and limitations, and the current state of the art. This is done by means of a hierarchical sequence of courses or by appropriate distribution requirements. Attention is to be given to the history of the discipline, its various methodologies and research tools, and to its various subfields, and to the areas of concern in which the discipline is presently involved.

The term course in the descriptions below refers to a course of at least 3 semester-hour credits.

Biology

Faculty

Professor Maurice Liss, A.B., Harvard University; Ph.D., Tufts University School of Medicine

Professor William D. Sullivan, S.J., A.B., A.M., Boston College; M.S., Fordham University; Ph.D., Catholic University of America

Professor Yu-Chen Ting, A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

Professor Chai H. Yoon, A.B., Alma College; Ph.D., Ohio State University

Associate Professor Maria L. Bade, B.S., M.S., University of Nebraska; Ph.D., Yale University Medical School

Associate Professor Walter J. Fimian Jr., A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

Associate Professor James J. Gilroy, B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

Associate Professor Jonathan J. Goldthwaite, Chairman of the Department
B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Associate Professor Joseph A. Orlando, B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

Associate Professor William H. Petri, A.B., Ph.D., University of California, Berkeley

Associate Professor Donald J. Plocke, S.J., B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor Allyn H. Rule, B.S., Central Connecticut College; A.M., Ph.D., Boston University

Associate Professor Jolane Solomon, A.B., Hunter College; A.M., Ph.D., Radcliffe College

Associate Professor Chester S. Stachow, B.S., M.S., Ph.D., University of Manitoba

Assistant Professor Joseph S. Levine, A. B., Tufts University; A.M., Boston University Marine Program; A.M., Ph.D., Harvard University

Assistant Professor R. Douglas Powers, A.B., SUNY; Ph.D., Syracuse University

Assistant Professor Raymond E. Sicard, A.B., Merrimack College; M.S., Ph.D., University of Rhode Island

Lecturer Mary D. Albert, B.S., University of New Hampshire; A.M., Bryn Mawr College; Ph.D., Brown University

Program Description

The goal to be attained by the student is knowledge and understanding of the fundamentals of biological science. The biology program provides a foundation for advanced study in various basic and applied areas of biology. These include the health-related professions as well as a diversity of other careers. Formal course offerings, laboratory work, and individual research projects under the guidance

of a faculty advisor offer the student opportunity for individual initiative and creativity.

Requirements: One year each of general chemistry (Ch 109–110), organic chemistry, (Ch 231–232), and physics (Ph 211–212), each with the accompanying laboratory course, and one year of calculus. (Mt 100–101). Within the department, the following courses are required: Introductory Biology and Laboratory (Bi 210–212, Bi 211–213), Genetics and Laboratory (Bi 300–301) and Bacteriology and Laboratory (Bi 310–311). Three additional upper division elective courses in biology, exclusive of Undergraduate Research and Tutorial, complete the minimal requirements. Students are generally advised to take additional courses in biology and related areas. Those planning to pursue graduate studies in basic science are especially encouraged to take courses such as biochemistry, physical chemistry and analytical chemistry.

Although there is no formal biochemistry major available in the university, students wishing to concentrate in that area should consider developing an Independent Major in Biochemistry (see Special Academic programs in the Arts and Sciences section of this Bulletin). This would involve courses offered by the departments of Biology, Chemistry, Physics and Mathematics.

Course Offerings

An asterisk after a course title indicates that a course carries a laboratory fee. Courses numbered 500–599 are for undergraduate and graduate registration.

Bi 100 Survey of Biology I (F; 3)

A survey of Biology without laboratory, designed for students who have had no previous courses in biology. The course mainly discusses man with emphasis on the following areas: cellular structure, function, chemistry, and the anatomy and physiology of the major organ systems of the body and how they are influenced by internal and external factors. Three lectures per week. *The Department*

Bi 102 Survey of Biology II (S; 3)

A continuation of Bi 100. The topics discussed are: development, classical and molecular genetics, evolution, ecology, and behavior. *The Department*

Bi 110 General Biology I (F; 3)

A course designed to bring to the attention of students the relevance of biology to everyday life and to illustrate application of the scientific method to problems of biology. Living organisms are considered with respect to their function in isolation (topics discussed include diversity, physiology, metabolism, genetics, and development), and their function in association (topics discussed include behavior, population dynamics, ecology, evolution). Three lectures per week. *The Department*

Bi 111 General Biology Laboratory I* (F; 1)

Required of students taking Bi 110. One two-hour laboratory period per week. *The Department*

Bi 112 General Biology II (S; 3)

A continuation of Biology 110. *The Department*

Bi 113 General Biology Laboratory II* (S; 1)

Required of all students taking Bi 112. One two-hour laboratory period per week. *The Department*

Bi 130 Anatomy and Physiology I (F; 3)

An intensive introductory course designed to bring out the correlations between the structure and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. The course is intended for students preparing for a career in nursing. A limited number of other students may be admitted only with permission of the instructor. *Raymond E. Sicard*

Bi 131 Anatomy and Physiology Laboratory I* (F; 1)

Laboratory exercises intended to familiarize the students with the various structures and principles discussed in Bi 130 through the use

of anatomical models. Physiological experiments and limited dissection. One two-hour laboratory period per week. Required of students taking Bi 130. *Raymond E. Sicard*

Bi 132 Anatomy and Physiology II (S; 3)

A continuation of Bi 130. *R. Douglas Powers*

Bi 133 Anatomy and Physiology Laboratory II* (S; 1)

A continuation of Bi 131. Required of students taking Bi 132. *R. Douglas Powers*

Bi 210 Introductory Biology I (F; 3)

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Three lectures per week. Required for biology majors. *The Department*

Bi 211 Introductory Biology Laboratory I* (F; 1)

One four-hour laboratory period every other week. Required of all students taking Bi 210. *The Department*

Bi 212 Introductory Biology II (S; 3)

A continuation of Bi 210. Required for biology majors. *The Department*

Bi 213 Introductory Biology Laboratory II* (S; 1)

One four-hour laboratory period every other week. Required of all students taking Bi 212. *The Department*

Bi 220 Microbiology (F; 2)

Prerequisites: Bi 130–132
A study of the basic physiological and biochemical activities of microorganisms; effective methods of destruction; mechanisms of drug action on microorganisms; and the application of serological and immunological principles. Two lectures per week. *Elinor M. O'Brien*

Bi 221 Microbiology Laboratory* (F; 1)

One two-hour laboratory period per week. To be taken in conjunction with Bi 220. *Elinor M. O'Brien*

Bi 300 Genetics (F, S; 3)

Prerequisite: Bi 210–212
This is an introductory course in the principles and physical basis of heredity, which will include a discussion of the concepts of theoretical and applied genetics. Three lectures per week. Required for biology majors. *William H. Petri*
Yu-Chen Ting
Chai H. Yoon

Bi 301 Genetics Laboratory* (F, S; 1)

To be taken in conjunction with Bi 300. One three-hour laboratory per week. Required for biology majors. *William H. Petri*
Yu-Chen Ting
Chai H. Yoon

Bi 310 Bacteriology (F, S; 3)

Prerequisites: Bi 210–212, Ch 231 taken concurrently or previously.
A study of microorganisms as examples of independent cellular life forms, as agents of disease and as contributors to the environment of plants, animals, and man. Three lectures per week. Required for biology majors. *James J. Gilroy*
Chester S. Stachow

Bi 311 Bacteriology Laboratory* (F, S; 1)

To be taken in conjunction with Bi 310. One three-hour laboratory per week. Required for biology majors. *James J. Gilroy*
Chester S. Stachow

Bi 406 Cell Biology (F, S; 3)

Prerequisite: Bi 210–212
Cellular and molecular aspects of selected biological processes will be covered. Topics will include the immune system, effects of animal viruses on cells, cell prototypes and specialized functions of animal cells. *Maurice Liss*

Bi 410 From Cells to Chromosomes (F; 3)

Prerequisites: Bi 210–212, Ch 109–110
The cells and their organelles, with special emphasis on structural, functional and hereditary aspects. Three lectures per week. *Yu-Chen Ting*

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Bi 411 From Cells to Chromosomes Laboratory* (F; 1)

To be taken in conjunction with Bi 410. One three-hour laboratory period per week. Required of all students taking Bi 410.

Yu-Chen Ting

Bi 420 Comparative Vertebrate Embryology (F; 3)

A study of the anatomy and physiology of reproduction, gametogenesis and the early stages of development of the chick and mammalian embryo.

Walter J. Fimian, Jr.

Bi 426 Comparative Vertebrate Morphogenesis (S; 3)

Prerequisites: Bi 210–212

The basic principles of vertebrate morphogenesis, with emphasis on evolutionary history, comparative anatomy, and embryological development.

Mary D. Albert

Bi 427 Comparative Vertebrate Morphogenesis Laboratory* (S; 1)

Laboratory exercises to accompany Bi 426. Required of all students taking Bi 426.

Mary D. Albert

Bi 430 Histology (S; 3)

A study of human tissues and organs by means of the microscope; the correlation of histology to gross anatomy, physiology, biochemistry, embryology, and pathology. Kodachromes are used during lectures to illustrate some of these principles. There will be motion pictures on gross anatomy, cytology and surgery. Three lectures per week.

Allyn H. Rule

Bi 431 Histology Laboratory* (S; 1)

One three-hour laboratory period per week. Required of all students in Bi 430.

Allyn H. Rule

Bi 440 Molecular Biology (F; 3)

Prerequisites: Bi 210–212, Ch 231–232

An introduction to the study of the structure, synthesis and function of nucleic acids and proteins. Topics will include methods for studying the structure of macromolecules, synthesis, structure and function of nucleic acids and proteins, kinetics and mechanism of enzyme action and biochemical regulatory mechanisms. Three lectures per week.

Donald J. Plocke, S.J.

Bi 442 Principles of Ecology (F; 3)

Prerequisites: Bi 210–212, Ch 109–110 or permission of instructor
Readings in and discussion of principles and concepts in modern ecological theory.

The Department

Bi 446 Marine Biology (F; 3)

Prerequisite: Bi 210–212 and permission of instructor.

An introduction to marine organisms, accompanied by discussion of morphological, physiological and behavioral adaptations to the marine environment, will be followed by in-depth analysis of selected marine ecosystems. Special topics to be considered at semester's end include aquaculture, marine biomedicine and effects of pollution on marine ecosystems.

Three required field trips. Two lectures per week.

Joseph S. Levine

Bi 450 Principles of Physiology (F; 3)

Prerequisite: Bi 310

A study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with emphasis on cardiovascular, respiratory and renal function and the endocrine regulation of metabolism.

R. Douglas Powers

Bi 451 Principles of Physiology Laboratory (S; 1)

One three-hour laboratory per week. Optional course associated with Bi 450.

Bi 458 Plant Biology (F; 3)

Beginning with a discussion of the major evolutionary trends in plants, the course will study blue-green algae, slime molds and fungi, followed by a discussion of eucaryotic algae, mosses and primitive tracheophytes and concluding with a survey of the gymnosperms and angiosperms.

Mary D. Albert

Bi 460 Understanding Evolution (S; 3)

The philosophical and theological aspects of evolution in general will be treated, followed by a scientific treatment of the origin of life.

William D. Sullivan, S.J.

Bi 461–463 Undergraduate Research* (F, S; 3, 3)

Prerequisite: Permission of the chairperson

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

The Department

Bi 465–467 Advanced Undergraduate Research* (F, S; 3, 3)

Seniors who have completed at least one semester of undergraduate research may enroll in this course with the permission of the chairperson.

The Department

Bi 470 Introduction to Biochemistry (S; 3)

Prerequisite: Ch 231–232

A study of the biochemistry of carbohydrates, lipids, nucleic acids, proteins, enzymes and coenzymes. Certain aspects of electron transport, bioenergetics, gene action, control mechanisms and macromolecular biosynthesis will also be included. Two seventy-five minute lectures per week.

Joseph A. Orlando

Bi 471 Introduction to Biochemistry Laboratory* (S; 1)

Laboratory exercises to accompany Bi 470.

Joseph A. Orlando

Bi 490 Tutorial in Biology (F, S; 3)

Prerequisite: Permission of the instructor and chairperson

A directed study through assigned readings and discussions of various areas of the biological sciences.

The Department

Bi 493–495 Current Concepts in Cancer Chemotherapy* (F, S; 3, 3)

Prerequisite: Permission of instructor

A laboratory course for juniors and seniors interested in learning some of the specific techniques of cancer research. Group meetings once a week and meetings with each student individually two or three times a week.

William D. Sullivan, S.J.

Bi 496–498 Seminar in Carcinogenesis (F, S; 1, 1)

Various biochemical, immunological and therapeutic studies will be reviewed. Required of all students enrolled in Bi 493–495.

William D. Sullivan, S.J.

Bi 510 General Endocrinology (S; 3)

Prerequisite: Permission of instructor

A study of phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and hormone action including clinical considerations. Two two-hour lectures per week.

Jolane Solomon

Bi 520 Plant Physiology (S; 3)

Prerequisite: Bi 210–212

A structural and functional study of physiological processes in developing and mature plants. Topics include nutrition, vascular transport, photosynthesis; and the regulation of growth, differentiation, flowering and aging by environmental and hormonal factors. Agricultural, ecological and industrial applications of these topics are pointed out. Two lectures per week and a term paper.

Jonathan Goldthwaite

Bi 521 Plant Physiology Laboratory* (S; 1)

One three-hour laboratory per week. Optional, can be taken in conjunction with Bi 520.

Jonathan Goldthwaite

Bi 538 Biology of Cell Cycle (F; 3)

A study of growth and division of exponential, synchronous and selected cell cultures will be studied. DNA, RNA and protein synthesis in prokaryotes and eukaryotes during the cycle will be discussed. Division controls will also be reviewed.

William D. Sullivan, S.J.

Bi 540 Immunology (F; 3)

Prerequisites: Bi 210–212, Ch 109–110

The biology of the immune response: cell-cell interactions, antibody synthesis, the immunoglobulins, evolution of self recognition vs. non-self (antigen), antigenicity, antibody-antigen reactions, immune

protection, immune destruction, and problems in cancer and transplantation immunity. The course will consist of a series of lectures, group seminars and guest speakers. Two seventy-five minute lectures per week. *Allyn H. Rule*

Bi 550 Human Heredity (F; 3)

Prerequisites: Bi 210–212, Bi 300, or the permission of the professor
The study of heredity: mammalian chromosome mapping, genes, mutations, translocations. Also: sex determination, sexlinked genes, sex influenced characteristics, lethal genes, blood groups, paternity and race; biochemical genetics and genetic counseling. This course will consist of a series of lectures, problem sets and invited guest lecturers. Three lectures per week. *Allyn H. Rule*

Bi 552 Neurobiology (F; 3)

Prerequisite: Permission of instructor
The development, structure, and function of the nervous system. A study of factors influencing neurogenesis, organization of the nervous system, electrochemical behavior of nervous tissue, inter- and intracellular communication and neuroendocrine interactions. *Raymond E. Sicard*

Bi 556 Developmental Biology (S; 3)

Prerequisites: Bi 300 or permission of instructor
Modern aspects of developmental biology with emphasis on molecular and cellular interaction in developmental processes. *William H. Petri*

Bi 560 Biological Statistics (S; 2)

A discussion of probability, chi-square, T-distribution and Poisson distribution, as well as various correlations. *Chai H. Yoon*

Bi 561 Biological Statistics Workshop (S; 1)

Required of all undergraduates enrolled in Bi 560. *Chai H. Yoon*

Chemistry

Faculty

Professor Joseph Bornstein, B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Professor Paul Davidovits, B.S., M.S., Ph.D., Columbia University

Professor André J. de Béthune, B.S., St. Peter's College; Ph.D., Columbia University

Professor T. Ross Kelly, B.S., Holy Cross College; Ph.D., University of California at Berkeley

Professor Jeong-long Lin, Chairman of the Department
B.S., M.S., National Taiwan University; Ph.D., Queen's University at Ontario

Professor Robert F. O'Malley, B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

Professor Yuh-kang Pan, B.S., National Taiwan University; Ph.D., Michigan State University

Professor George Vogel, B.S., D.Sc., Prague Technical University

Associate Professor O. Francis Bennett, B.S., Bridgewater State College; M.S., Boston College; Ph.D., Pennsylvania State University

Associate Professor E. Joseph Billo, Jr., B.S., M.S., Ph.D., McMaster University

Associate Professor Michael Clarke, A.B., Catholic University; M.S., Ph.D., Stanford University

Associate Professor David McFadden, A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Associate Professor Kenneth M. Nicholas, B.S., State University of New York at Stony Brook; Ph.D., University of Texas

Associate Professor Irving J. Russell, B.S., Boston College; M.S., University of Chicago; Ph.D., Enrico Fermi Institute for Nuclear Studies, University of Chicago

Associate Professor Dennis J. Sardella, B.S., Boston College; Ph.D., Illinois Institute of Technology

Assistant Professor Joseph Hajdu, B.S., M.S., Hebrew University Jerusalem; Ph.D., S.U.N.Y.

Assistant Professor Evan R. Kantrowitz, A.B., Boston University; A.M., Ph.D., Harvard University

Lecturer Clarence C. Shubert, S.J., B.S., Spring Hill College; M.S., Canisius College; S.T.L., Woodstock College; Ph.D., Princeton

Program Description

The Chemistry Department offers a flexible curriculum to those who wish to acquire a knowledge of chemistry within the environment of a liberal arts college. Two levels of concentration are offered to the chemistry major. First, there is the professional degree program intended for students who wish to prepare for graduate school as well as for those who will enter the chemical profession directly from college. Second, there is a degree program requiring a lesser concentration in chemistry for those students who wish to combine molecular science with intensive studies in other disciplines, such as computer science, mathematics, economics, social sciences, business, law, humanities, psychology, medicine, physics or biology.

Requirements: Two semesters of general chemistry (Ch 117–118 or Ch 109–110) and laboratory; two semesters of organic chemistry (Ch 231–232) and laboratory; one semester of analytical chemistry (Ch 351) and laboratory; three semesters of physical chemistry (Ch 475, 476, 571); one semester of inorganic chemistry (Ch 520); two advanced electives (numbered in the 500's) one of which must include a laboratory as part of the course. Physics and calculus are taken in the first year along with general chemistry. Intermediate calculus should be taken the following year. Two semesters of German are strongly recommended and should be taken during the first three years. For the professional degree program, the recommendations of the American Chemical Society's (ACS) Committee on Professional Training should be followed: a second semester of analytical chemistry; a semester of qualitative organic analysis, one semester of physical chemistry laboratory, advanced work in senior year in the traditional areas of chemistry or in areas such as independent research or advanced courses in mathematics or sciences given outside the department. The Chemistry Department is approved by the A.C.S. Committee on Professional Training.

Course Offerings

An asterisk after a course title indicates that a course carries a laboratory fee. All courses numbered Ch 500 through Ch 999 have as a prerequisite previous courses in organic, analytical and physical chemistry.

Ch 101 Fundamentals of Chemistry (F; 3)

Prerequisite: One year of high school chemistry
A course for non-science majors for whom chemistry or a laboratory science is a requirement. The course treats basic chemical concepts and principles drawn from the area of general chemistry. The course is applicable to the University Core requirement. Corequisite Ch 103.

Joseph Hajdu
To be announced

Ch 102 Fundamentals of Organic Chemistry (S; 3)

Prerequisite: One year of high school chemistry
A one semester course designed for non-science majors for whom chemistry or a laboratory science is a requirement. It deals with organic and biochemistry including a study of the structures, reactions and metabolisms of protein, carbohydrates and lipids. The course is applicable to the University Core. Corequisite Ch 104.

Joseph Hajdu
To be announced

Ch 103 Fundamentals of Chemistry Laboratory* (F; 1)

Laboratory required of all students enrolled in Ch 101. One two-hour period per week. *Joseph Hajdu*
To be announced

Ch 104 Fundamentals of Organic Chemistry Laboratory* (S; 1)

Laboratory required of all students enrolled in Ch 102. One two-hour period per week. *Joseph Hajdu*
To be announced

Ch 105–106 Chemistry and Society (F, S; 3, 3)

A course designed exclusively for those not majoring in the natural sciences. The structure and methodology of science as exemplified by chemistry is treated along with the practical effects of chemistry upon society. The application of chemical principles to environmental problems will be stressed. No prior knowledge of chemistry is required and the use of mathematics is minimal. No laboratory required. The course is applicable to the University Core requirement.

Irving J. Russell

Ch 107–108 Introductory Chemistry (F, S; 3, 3)

This course is intended for students whose major interest is science or medicine, but who have not had adequate high school preparation in chemistry and/or mathematics. The course provides an introduction to the basic principles of chemistry and their application to inorganic compounds. The course is applicable to the University core. Corequisite Ch 111–112.

Robert F. O'Malley

Ch 109–110 General Chemistry (F, S; 3, 3)

Prerequisite: One year of high school chemistry

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of inorganic chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. The course is applicable to the University Core requirement. Corequisites Ch 111–112, Mt 100–101.

André J. deBéthune

Evan R. Kantrowitz

Dennis J. Sardella

Ch 111–112 General Chemistry Laboratory* (F, S; 1, 1)

Laboratory required of all students enrolled Ch 107–108 and C 109–110. One three-hour period per week.

André J. deBéthune

Evan R. Kantrowitz

Robert F. O'Malley

Dennis J. Sardella

Ch 117–118 Principles of Chemistry (F, S; 3, 3)

Prerequisite: One year of high school chemistry

Fundamental principles of chemistry and their applications will be stressed, with emphasis on the macroscopic properties of matter, chemical equilibrium, the nature of chemical bonding, and descriptive inorganic chemistry. The course is applicable to the University Core requirement. Corequisites Ch 119–120, Mt 100–101.

David L. McFadden

Ch 119–120 Principles of Chemistry Laboratory* (F, S; 1, 1)

Laboratory required of all students enrolled in Ch 117–118 and Ch 123–124. One three-hour period per week.

David L. McFadden

Ch 123–124 Accelerated General Chemistry (F, S; 3, 3)

Prerequisite: One year of high school chemistry

An intensive and demanding course in the fundamentals of chemistry for the prepared and motivated student. Corequisite Ch 119–120, Mt 110–200.

Michael J. Clarke

Ch 151 Applications of Science I—Communication (F; 3)

The course is designed primarily for those not majoring in the natural sciences. Chemical and physical principles and devices of communication technology will be discussed, including the telegraph, telephone, radio, sound reproduction, television, semiconductors and lasers. Electromagnetic theory will be explained and the operation of the electromagnetic devices will be described. Through individual projects, each student will explore the role of communication technology in a field of one's own interest. A previous science background is not required, and the use of mathematics will be kept to a minimum. The course is applicable to the University Core requirement.

Paul Davidovits

Ch 152 Applications of Science II—Energy (F; 3)

A course designed exclusively for those not majoring in the natural sciences. Energy will be explored as a natural phenomenon and the different types will be examined: mechanical work, kinetic and potential energy, heat and thermal energy, electrical, chemical (molecular) and nuclear energy. The sources of energy: solar, wind and water power, fossil fuels and nuclear fuels will be reviewed. The laws of conservation and dissipation of energy and the concept of entropy

will be discussed. The politics, economics, and ecology, as well as the history, of the concept of energy will be touched upon. The use of mathematics will be kept to a minimum. The course is applicable to the University Core requirement.

André J. deBéthune

Ch 154 Applications of Science III—Materials (S; 3)

This course is for students who are not majoring in science. It will include a discussion of the abundance, distribution and use of raw materials in the light of chemical principles.

Robert F. O'Malley

Ch 231–232 Organic Chemistry (F, S; 3, 3)

Prerequisites: Ch 109–110 or Ch 117–118

An introduction to the chemistry, properties, and the uses of organic compounds. Correlation of structure with properties, reaction mechanisms, and modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds. Corequisite Ch 233–234.

O. Francis Bennett

Joseph Bornstein

Joseph Hajdu

Kenneth M. Nicholas

George Vogel

Ch 233–234 Organic Chemistry Laboratory* (F, S; 1, 1)

Laboratory required of all students enrolled in Ch 231–232. One four-hour period per week. Corequisite Ch 231–232. Students must select the laboratory section corresponding to the lecture section.

O. Francis Bennett

Joseph Bornstein

Joseph Hajdu

Kenneth M. Nicholas

George Vogel

Ch 341 Determination of Organic Structures (S; 4)

Prerequisite: Ch 231–232

The course is designed to introduce the student to the methodology of organic chemical research while at the same time affording him or her a deeper insight into the chemical and physical properties of functional groups. The elucidation of the structures of a number of organic compounds is carried out by a combination of classical and modern instrumental methods; separative techniques as well as small-scale degradative and synthetic experimentation are stressed in the process. Practice in the carrying out of literature searches and in the solution of numerous textbook problems in structural organic chemistry are additional features of the course. Corequisite Ch 343.

O. Francis Bennett

Ch 343 Determination of Organic Structure Laboratory* (S; 0)

Laboratory required of all students enrolled in Ch 341. Two four-hour laboratory periods per week. Corequisite Ch 341.

O. Francis Bennett

Ch 351–352 Analytical Chemistry (F, S; 4, 4)

Prerequisite: Ch 109–110 or Ch 117–118

A study of the fundamental chemical laws and the theory of solutions as applied to analytical chemistry. Volumetric and gravimetric methods will be emphasized in the first semester and instrumental procedures in the second semester. Corequisite Ch 353–354.

E. Joseph Billo

Ch 353–354 Analytical Chemistry Laboratory* (F, S; 0, 0)

Laboratory required of all students enrolled in Ch 351–352. One four-hour period per week. Corequisite Ch 351–352.

E. Joseph Billo

Ch 391–392 Undergraduate Research (F, S; 3, 3)

Prerequisites: Ch 109–110 or Ch 117–118, Ch 231–232, Mt 100–101, and the consent of the chairperson of the department. Ch 591–592 cannot be taken concurrently.

Undergraduates who have shown exceptional ability engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques. A written report and an oral presentation are required.

The Department

Ch 471–472 Introductory Physical Chemistry (F, S; 3, 3)

Prerequisites: Ch 109–110 or 117–118, Mt 100–101

A two-semester course designed for those who are not chemistry majors, but desire a foundation in topics traditionally treated, such as thermodynamics and kinetic theory. It offers a view of the major

areas of the field adapted for biology, geology or other science majors in the junior or senior year. Clarence C. Schubert, S.J.

Ch 475 Physical Chemistry I (F; 3)

Prerequisites: Ch 231–232, Mt 200–201, Ph 211–212

Fundamental principles and applications of equilibrium thermodynamics. David L. McFadden

Ch 476 Physical Chemistry II (S; 3)

Prerequisite: Ch 475

An introduction to reaction rate theory, quantum mechanics and spectroscopy as applied to atomic and molecular systems. Yuh-kang Pan

NOTE: All courses numbered Ch 500 through Ch 999 have as a prerequisite previous courses in organic, analytical and physical chemistry except Ch 552 and Ch 561.

Ch 520 Principles of Inorganic Chemistry (F; 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects. E. Joseph Billo

Ch 522 Inorganic Chemistry Laboratory* (S; 3)

A course in inorganic synthesis including characterization of the products. Kenneth M. Nicholas

Ch 534 Organic Synthesis (S; 3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made. Joseph Bornstein

Ch 535 Physical Organic Chemistry (F; 3)

A survey of methods useful in determination of reaction pathways in organic chemistry. Dennis J. Sardella

Ch 536 Organic Synthesis Laboratory* (S; 3)

Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. One lecture and two laboratory periods per week. Joseph Bornstein

Ch 538 Organic Spectroscopy (S; 3)

The theory and uses of infrared, nuclear magnetic resonance, mass, and ultraviolet spectroscopy in structural elucidation are discussed at a level above that of a beginning course in organic chemistry. No prior knowledge of the field is assumed. George Vogel

Not offered 1981–1982

Ch 551 Advanced Analytical Chemistry (F; 4)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods and gas chromatography. Three lectures and one four-hour laboratory per week. May not be taken without Ch 553. Michael J. Clarke

Ch 552 Analytical Environmental Chemistry (S; 4)

Prerequisites: Ch 109–110 and Ch 351.

This is a four credit course with laboratory and field components. The lecture portion will present a discussion of common pollution sources and some analytical techniques employed to study them. Approximately one-third of the course will be devoted to nuclear energy and to environmental radioactivity. Acid rain and coal ash chemistry will feature prominently in the discussions. The laboratory and field portion of the course will introduce the student to some of the common sampling and analytical techniques, including nuclear methods of analysis. To satisfy the laboratory requirements, each student will be assigned an environmental analysis project from a list of interrelated environmental topics of current interest. Not offered 1981–1982 Irving J. Russell

Ch 553 Advanced Analytical Chemistry Laboratory* (F; 0)

Laboratory required of all students enrolled in Ch 551.

Michael J. Clarke

Ch 554 Analytical Environmental Chemistry Laboratory* (S; 0)

Laboratory required of all students enrolled in Ch 552.

Not offered 1981–1982

Irving J. Russell

Ch 561 Biochemistry (F; 3)

Prerequisite: Ch 231–232. Recommended: Ch 351–352

A one-semester introduction to biochemistry. Topics will include

structure, function and synthesis of proteins; energetics, kinetics and mechanisms of biochemical reactions; intermediary metabolism, biochemistry of nucleic acids, and the genetic code.

Evan R. Kantrowitz

Ch 564 Molecular Biochemistry (S; 3)

The course is intended for advanced students who have completed or are presently enrolled in an introductory biochemistry course such as Bi 470 or Ch 561. It deals with the physical organic aspects of biocatalysis. The basic principles of enzyme catalysis will be presented with considerable emphasis on methods of investigation of biochemical reaction mechanisms. Topics such as acid-base catalysis, isotope effects, noncovalent interactions, metal ion participation and the role of cofactors will be discussed, utilizing a number of enzymic as well as model reactions.

Not offered 1981–1982

Joseph Hajdu

Ch 566 Bio-inorganic Chemistry (S; 3)

Discussion of the role of metals in biological systems. Behavior of metal ions in aqueous solution. Metal requiring enzymes. Interactions of metal ions with nucleic acids. Transport systems involving inorganic ions. Inorganic pharmaceuticals.

Not offered 1981–1982

Michael J. Clarke

Ch 571 Physical Chemistry III (F; 3)

Prerequisite: Ch 476

An introduction to statistical thermodynamics and application of quantum mechanics to molecular systems. Paul Davidovits

Ch 573 Quantum Chemistry and Molecular Structure (F; 3)

A development of the principles of quantum chemistry as they apply to inorganic and organic chemistry. Emphasis on the use of molecular orbital method and a discussion of group theory. Yuh-kang Pan

Ch 574 Experimental Physical Chemistry* (S; 3)

One lecture and four hours of laboratory per week. Experiments will be chosen to illustrate physical chemical principles, to develop skills such as constructing circuits and apparatus, the use of vacuum techniques, and the operation and calibration of the instruments and to reproduce with good accuracy data available in the literature, as an introduction to experimental research. Clarence C. Schubert, S.J.

Ch 576 Nuclear and Radiochemistry (S; 4)

The theory and practice of radiochemistry, including a review of radiochemical techniques and their applications to research in diverse fields, especially the environmental sciences. Corequisite Ch 578. Irving J. Russell

Ch 578 Nuclear and Radiochemistry Laboratory* (S; 0)

Laboratory required of all students enrolled in Ch 576. One four-hour period per week. Irving J. Russell

Ch 582 Non-aqueous Chemistry (S; 3)

An introduction to the theories of reactions in liquid, molten and solid systems. Solvent classification schemes, reaction mechanisms in selected solvents and practical applications presented. John L. Harrison

Ch 583 Electrochemistry (F; 3)

A presentation of the principles of electrochemical processes with attention to historical developments, conceptual models and modern applications. Current electrochemical devices employing liquid, molten and solid systems are discussed (electrode operations, photovoltaics, batteries and fuel cells, membranes, electroorganic reactions and other selected topics). John L. Harrison

Ch 591–592 Introduction to Chemical Research (F, S; 3, 3)

The essential feature of this course is an independent research project performed under the supervision of a faculty member. This is a two semester course and may not be taken for only one semester. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques. A written report is required at the end of the second semester. The Department

Classical Studies

Faculty

Associate Professor Eugene W. Bushala, Chairman of the Department
A.B., Wayne State University; A.M., Ph.D., Ohio State University

Associate Professor Lowell Edmunds, A.B., Harvard; A.M., University of California; Ph.D., Harvard University

Associate Professor David H. Gill, S.J., A.B., A.M., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

Program Description

A major in Classics offers an experience of liberal education through the study in the original languages and in translation of two great literatures which have contributed to the formation of Western culture. The department regularly offers introductory and intermediate level courses in the Latin and Greek languages as well as advanced courses in individual authors. In addition, through cooperation with other departments, courses are available in the history, art, philosophy and religion of the Ancient World.

There are four different ways in which a student may major in Classics. The requirements for each are as follows:

(1) *Major in Greek*: 8 courses (beyond introductory) in Greek language and literature.

(2) *Major in Latin*: 8 courses (beyond introductory) in Latin language and literature.

(3) *Major in Classics (Greek and Latin)*: 12 courses in the original languages. These may include either Elementary Greek or Elementary Latin, but not both.

(4) *Major in Classical Civilization* (new in 1981–82): 12 courses, the majority of which may be taken in translation, but some knowledge of the languages is required. Requirements:

(a) Latin or Greek up to the intermediate level.

(b) Introductory-level course in the other language.

(c) Two courses in Latin or Greek Literature.

(d) Two courses in Ancient History.

(e) Three courses in other areas of Classical Civilization (Art, Philosophy, Religion, Mythology, etc.).

(f) One integrating seminar or reading course in the junior or senior year.

Several courses which apply to the Major in Classical Studies are offered each year in departments other than Classics (History, Philosophy, Fine Arts, Slavic, Romance Languages, Political Science, Theology). Students should consult at registration time with departmental advisers in Classics before selecting courses.

Course Offerings

All courses offered by the Department of Classical Studies may be taken to satisfy core requirements in "Foreign Language or Culture" cluster.

CI 010–011 Elementary Latin (F, S; 3; 3)

An intensive introductory course, which presupposes no previous foreign language study. The Department

CI 020–021 Elementary Greek (F, S; 3; 3)

An intensive introduction to Classical Greek; no previous Greek required. Eugene W. Bushala

CI 052–053 Intermediate Greek (F, S; 3; 3)

An introduction to continuous reading of Classical Greek Prose and Poetry. Review of principal points of grammar. Lowell Edmunds

CI 056–057 Intermediate Latin (F, S; 3; 3)

An introduction to continuous reading of Classical Latin prose and poetry. Review of principal points of grammar. To be announced

CI 110–111 Medical Terminology (F, 3)

A study of the formation, meaning, and use of scientific terminology

intended primarily for biology, pre-medical and pre-dental students. The subject matter will be those prefixes, suffixes, and verbal and substantive stems of Greek and Latin words which have been appropriated in the creation of English scientific vocabulary. No prerequisite. The only requirements are a textbook, an active memory, and noteworthy attendance. Though the course material will involve some simple linguistic principles of word formation, the prime concern will be to teach the rudiments of scientific terminology so that the student will be able to perceive at a glance the components of chiefly biological and medical words. Procedure for the course will be lectures, quizzes, a midsemester and a final examination. This course may be used to fulfill the core requirement in the "Foreign Language or Culture" cluster. Eugene W. Bushala

CI 202–203 (En 376–377) Greek Drama in Translation (F, S; 3; 3)

A reading of Greek dramatic literature in English translation with study of relevant literary, mythological, historical, and philosophic questions. To be announced

CI 217 (En 217) Greek and Latin Epics (F; 3)

No prerequisites

Analysis and reading in English translation of Homer's *Iliad* and *Odyssey* and Virgil's *Aeneid*. Lectures and discussion presuppose no language background, but regular participation in class is assumed. To be announced

CI 230 (Pl 229) (En 378) Classical Mythology (S; 3)

Introduction to the principal gods, goddesses and heroes of the Greeks and Romans and the stories about them. Constant reference will be made to the legacy of classical mythology in Western art, literature and psychology. Lowell Edmunds

CI 308 (Pl 308) The Political Thought of the Greeks (S; 3)

An examination of Greek political philosophy, with special emphasis on Plato's *Republic* and Aristotle's *Politics*; an attempt to apply the resources of Greek thought to some of the perennial issues of political philosophy. Arthur Madigan, S.J.

CI 314 (Fa 314) The Art and Archaeology of Ancient Egypt (S; 3)

A study of the sculpture, architecture and painting of ancient Egypt from predynastic times to the Ptolemaic period. This history of Egyptian art will include careful attention to the broader archaeological context of the material with frequent reference to the historical connections between Egypt, Mesopotamia and the Aegean. Kenneth Craig

CI 320 (Th 423) The Western Fathers (F; 3)

Prerequisite: Latin

Reading and interpretation of selected works of Latin Patristic writers, including Tertullian, Minucius Felix, Jerome, Augustine. Margaret Schatkin

CI 323 (Th 425) The Greek Fathers (S; 3)

Prerequisite: Greek

History of the literary genres of Greek patristic literature, and selected reading from outstanding authors, with attention to style as well as social and intellectual context. Margaret Schatkin

CI 328 Cicero and Sallust (S; 3)

Prerequisite: A knowledge of Latin at intermediate level.

Reading, in Latin, of Sallust's account of the conspiracy of Catiline, along with relevant material from Cicero's orations. To be announced

CI 333 Petronius/Apuleius (F; 3)

Reading of the *Cena Trimalchionis* in Petronius' *Satyricon*, and, if time permits, of the tale of Cupid and Psyche in Apuleius' *Metamorphoses* ("The Golden Ass"). Study of the former in relation to the *cena*-theme in Roman satire. Lowell Edmunds

CI 335 Roman Satire (F; 3)

Reading and discussion of selected satires of Horace and Juvenal. Lowell Edmunds

CI 361 Homer (F; 3)

Prerequisite: A knowledge of Greek at intermediate level.

Reading, in Greek, of important passages from the *Odyssey*. John W. Howard

Cl 382 Herodotus (F; 3)

Prerequisites: At least two years of Greek or with the approval of the department.

A reading of selections from Herodotus, the father of History, the earliest writer of literary Greek prose, and one of the great raconteurs of western literature. Eugene W. Bushala

Cl 390–391 Readings and Research (F, S; 3, 3)

The Department

Cl 401 The Greek Historians (S; 3)

A reading in translation of the histories of Herodotus and Thucydides. An intensive investigation of the significant historical questions surrounding the miraculous Athenian epoch. Lectures and discussion. Several quizzes and two examinations. Eugene W. Bushala

Cl 424 Plato (S; 3)

Prerequisite: A knowledge of Greek at the intermediate level.

Reading, in Greek, of the *Apology* and *Crito*, and selections from the *Phaedo* and *Gorgias*. To be announced

Cl 450 Elegiac Love Poetry (S; 3)

Prerequisites: At least two years of college Latin or the approval of the department.

This course will cover a considerable portion of the elegiac poems of Tibullus, Propertius, and Ovid, investigating the genre of Roman elegiac poetry and the individual contributions of each poet. The method will be translation, lecture and discussion. A paper will be required. Eugene W. Bushala

Cl 451 Greek Lyric Poetry (S; 3)

Readings and interpretations of selections from Campbell's anthology of lyric poetry; and of Pindar, *Ol. 1* and *Pyth. 1*. Lowell Edmunds

Cl 609 (Pl 609) The Greek Intellectual Adventure (F; 3)

It would be hard to match the Greek thinkers of the sixth and fifth centuries B.C. for creativity and bold imagination. This course explores Greek philosophy up to Socrates with special emphasis on the Pre-Socratics and Sophists, and relevant background from poetry, drama and history. Arthur Madigan, S.J.

Cl 616 (Pl 616) The Development of the Will (F; 3)

It may be news to us, but the idea of will had to be developed. How did this happen? We will try to answer this question through an examination of, among others, Socrates, Plato, Aristotle, the Stoics. Arthur Madigan, S.J.

Cl 640 (Pl 640) The Evolution of Greek Metaphysics (S; 3)

What is the root of the metaphysical impulse? How do metaphysical systems grow? These questions will guide a study of Parmenides, Heraclitus, the Atomists, Plato, Aristotle, and Plotinus.

Arthur Madigan, S.J.

Computer Science

Program Description

The Computer Science major is designed to be both intellectually demanding and practical. There are two components to the course requirements for the major: courses in computers and courses in mathematics. Courses satisfying the requirements are offered primarily by the Department of Mathematics (Mt) in the College of Arts and Sciences and the Computer Science Department (Mc) in the School of Management.

Ten courses are required in the computer component:

1. Mc 022 or Mt 060–061 (Introductory)
2. Mc 350 or Mt 390 or Mt 460 (Structured Programming)
3. Mc 406 or Mt 461 (Data Structures)
4. Mc 452 or Mt 462 (Assembly Language)
5. Mc 365 (Systems Analysis)
6. Mt 463 (Algorithms: Design and Analysis)
7. Mc 460 (Compilers)
8. Mc 470 (Operating Systems)
9. and
10. Two electives from:
Mc 400, Mc 402, Mc 404, Mc 454, Mc 480,

Mq 604, Mq 605, Mq 606, Mt 414, Mt 435,
Mt 436, Mt 860, Mt 861, Ph 248. Ge 572,
Sc 512.

The first four of these required courses on computers may be taken either from the Computer Science Department or from the Department of Mathematics. Students with a strong interest in mathematics or mathematical applications should take the courses offered by the Mathematics Department, as these courses have a more mathematical orientation. Where a choice is offered, only one of the courses may be taken for university credit. For example, a student may not take both Mc 406 and Mt 461 for credit because the courses greatly overlap.

An entering student with computer programming experience, perhaps because of courses taken in high school, should speak to either the Chairman of the Computer Science Department or the Chairman of the Mathematics Department about placing out of the introductory course. In this case a student would be required to take an additional computer elective before graduation.

For Computer Science majors in the College of Arts and Sciences, the computer courses taken in the School of Management will be included within the 32 courses that must be taken in A&S.

The mathematics component of the course requirements for the computer science major is as follows:

- A. Mt 100–101 or Mt 102–103 or Mt 110 or Mt 112–113 or Mt 174–175 or Mt 184 (Calculus of one variable).
- B. Mt 200–201 or Mt 202–203 or Mt 212–213 or Mt 214 (Multivariable Calculus)
- C. Mt 215 or Mt 216–217 or Mt 316–317 (Linear Algebra)
- D. Mt 420 or Mt 426–427 (Probability and Statistics)
- E. Mt 445 (Applied Combinatorics)

Finally, it is strongly urged that a student majoring in Computer Science have a fundamental knowledge of physics, chemistry, and biology, perhaps from courses taken in high school or college.

Students who hope to major in Computer Science should take one of the Calculus of one variable sequences (e.g., Mt 100–101) and an introductory programming course in their first year. (Mc 022 normally is open to freshmen only in the spring semester.)

Students majoring in Mathematics and hoping to double major in Computer Science should take Mt 102–103 (or Mt 112–113) and Mt 060–061 in their first year. Double majors may not use the same courses to fulfill both the ten-course computer component (listed 1–10 above) for the Computer Science major and the course requirements for the Mathematics major. However, mathematics courses taken to satisfy the Mathematics major requirements simultaneously satisfy the mathematics component of the Computer Science major (listed A–E above).

Because of space constraints, only a limited number of students can be admitted to the Computer Science major. Students may apply to the major upon completion of a year of calculus and a B.C. computer course. This normally will occur at the end of the freshman year. Interested students should see either the Chairman of the Department of Mathematics or the Chairman of the Computer Science Department.

The Computer Science major will be administered jointly by the Department of Mathematics and by the Computer Science Department of the School of Management.

Economics

Faculty

Professor James E. Anderson, A.B., Oberlin College; Ph.D., University of Wisconsin

Professor David A. Belsley, A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Professor H. Michael Mann, A.B., Haverford College; Ph.D., Cornell University

Professor Robert J. McEwen, S.J., A.B., Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Boston College

Professor Leon Smolinski, A.B., University of Freiburg, Germany; A.M., University of Cincinnati; Ph.D., Columbia University

Associate Professor Barry A. Bluestone, A.B., A.M., Ph.D., University of Michigan

Associate Professor John H. Ciccolo, Jr., A.B., University of Maryland; A.M., Ph.D., Yale University

Associate Professor André Lucien Danière, Baccalaureate, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University

Associate Professor Frank M. Gollop, A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Associate Professor Marvin Kraus, B.S., Purdue University; Ph.D., University of Minnesota

Associate Professor Francis M. McLaughlin, B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor Salih Neftci, B.S., Middle East Technical University; Ph.D., University of Minnesota

Associate Professor Harold A. Petersen, A.B., DePauw University; Ph.D., Brown University

Associate Professor Joseph Quinn, A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Associate Professor Donald Richter, B.A., M.A., Yale University; Ph.D., Massachusetts Institute of Technology

Associate Professor Barbara Spencer, B.Ec., Australian National University; M.Ec., Monash University; Ph.D., Carnegie-Mellon University

Associate Professor Richard W. Tresch, Chairman of the Department A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Assistant Professor Christopher F. Baum, A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Assistant Professor Robert J. Cheney, S.J., A.B., A.M., Saint Louis University; S.T.L., Weston College; Ph.D., Georgetown University

Assistant Professor John Hekman, A.B., Valparaiso University; M.B.A., University of Chicago; Ph.D., University of Chicago

Assistant Professor Joe Peek, B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Program Description

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory course, Ec 131–132, is a survey of economic problems, policies, and theory; and required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade, economic development, economic history, capital theory and finance, Soviet economics, comparative economic systems, labor economics, statistics, econometrics, industrial organization, consumer economics, and urban economics. A total of ten three-credit courses is required for the major, including Principles of Economics (Ec 131–132), Economic Statistics (Ec 221, or Economics I, Ec 427), Microeconomic Theory (Ec 201 or 401), Macroeconomic Theory (Ec 202 or 402), and any five electives. Students who officially registered for the major on or before 12/31/79 are not required to take Statistics, but they must satisfy the ten-course requirement for the major.

Students from the School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, including Principles of Economics (Ec 131, 132), Microeconomic Theory (Ec 201 or 401), Macroeconomic Theory (Ec 202 or 402), Statistics for Management (Ec 151), and any two electives. Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major. Finally, all School Of Management students, regardless of their area of concentration, are required to take Principles of Economics (Ec 131–132) and Statistics for Management (Ec 151).

A student choosing to do honors work in economics, whether in a college honors program or not, does independent research and

writes an honors thesis under the guidance of an individual professor. The thesis proposal must be approved by the department Honors Committee and must be begun by the initiation of classes in the fall term of senior year. Honors students must also select the following courses: Honors Microeconomic Theory (Ec 401), Honors Macroeconomic Theory (Ec 402), and three additional courses at the 400 level, e.g., the Departmental Seminars. One of these courses may be Econometrics II, (Ec 428).

Honors is conferred by a vote of the Honors Committee at the end of the student's senior year. Students planning to do graduate work in economics should enter the honors program. Students with outstanding records are also encouraged to elect one or more graduate courses in their junior or senior years.

Non-honors students with strong analytical ability are urged to fulfill their micro and macro requirements by taking Ec 401 and Ec 402 rather than Ec 201 and Ec 202. Students with good mathematical backgrounds should take Ec 427 and Ec 428, Econometrics, rather than a single semester of Statistics. Students planning to do graduate work in economics should be sure to take Ec 711, Mathematics for Economists, or its equivalent in courses from the Mathematics Department.

The major in Economics provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists may take up positions as college teachers, as researchers for government agencies or business firms, as administrators or in management positions.

Course Offerings

Normally, students must take both Ec 131 and Ec 132 before taking any other Economics courses. Exceptions are Ec 151, Ec 221, Ec 341–44 for which there are no prerequisites. Ec 131 and Ec 132 are offered in both semesters and may be taken in either order. They also satisfy the Social Sciences Core requirement.

Ec 131 Principles of Economics I-Micro (F, S; 3)

Analysis of prices, output, and income distribution through the interaction of households and business firms in a free-enterprise economy. Government intervention and alternative systems are examined, and basic analytical tools are applied to such current economic problems as pollution and congestion, the energy crisis, poverty and welfare, and race and sex discrimination. The Department

Ec 132 Principles of Economics II-Macro (F, S; 3)

Analysis of national income and employment, fluctuations in income, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy. Particular attention will be paid to problems of inflation and unemployment in the U.S. economy. The Department

Ec 151 Statistics for Management (F, S; 3)

Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting. Designed primarily to meet the School of Management Core requirement in statistics. Economics majors should take Ec 221 or Ec 427 as an alternative to Ec 151. The Department

Ec 201 Microeconomic Theory (F, S; 3)

This course develops a theoretical framework with which to analyze the two basic economic units, the consumer and the producer. This analysis is then employed to investigate the determination of price and output in various market situations, implications for welfare and the construct of general economic equilibrium. The Department

Ec 202 Macroeconomic Theory (F, S; 3)

This course is intended to equip the student for the analysis of the determination of employment and of national income and its components. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian cycle and growth models. The Department

Ec 221 Economic Statistics (F, S; 3)

Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression as applied to economic models. An introductory statistics course required for economic ma-

jors who registered for the major after 12/31/79. Students with good mathematics backgrounds should consider Ec 427 as an alternative. Ec 221 satisfies the statistics requirement in the School of Management.
The Department

Ec 299 Independent Study (F, S; 3)

The student works under the direction of an individual professor.
The Department

Ec 302 Current Issues in Macroeconomics

A topics course stressing current controversies in macroeconomic policy including: the inflation-unemployment trade-off, supply side vs. demand side economics, and other issues based on student interest.
Salih Neftci

Ec 332 American Economic History (F; 3)

Study of the causes and social and institutional consequences of American economic growth from colonial times to the 20th century. Economic models will suggest primary causes; alternative viewpoints will also be considered.
James E. Anderson

Ec 333 History of Economic Thought (F, S; 3)

A survey of the main trends of Western economic thought from ancient times to Keynes. The economists' ideas will be related to socioeconomic and intellectual background of their times.
Robert J. Cheney, S.J.

Ec 337 Women in the American Economy (S; 3)

Some of the complex issues involved in the participation of American women in the major areas of economic activity are analyzed, with particular attention given to an evaluation of the traditional division of labor between the sexes.
Mary Oates

Ec 338 Law and Economics (S; 3)

A consideration of the sources, nature, and consequences of legislation regulating economic activity. The economic benefits and costs of laws dealing with major areas such as human rights, labor, trade, big business, and the environment will be discussed.
Mary Oates

Ec 340 Labor Economics (F, S; 3)

This course will introduce students to the methodologies of labor economics and industrial relations, but the principal emphasis will be on labor economics as that branch of economic analysis that deals with such topics as the supply of and the demand for labor; the operation of labor markets; the extent and incidence of unemployment; and the determination of wages. Special attention will be paid to the process of collective bargaining, and to the impact of labor unions upon the operation of labor markets in the United States.
Francis M. McLaughlin

Ec 343 Consumer Information and Education (F; 3)

The economic problem of inadequate consumer information and the sources and methods of improving consumer education. There are no prerequisites for this course.
Robert J. McEwen, S.J.

Ec 344 Consumer Legislation (S; 3)

Actual and proposed legislation to provide and protect consumer rights. Remedies and enforcement problems. Comparison of different economic systems in the legal protection of consumer rights. There are no prerequisites for this course.
Robert J. McEwen, S.J.

Ec 347 The Economics of Discrimination (S; 3)

Using economic models, the course examines the causes and consequences of discrimination based on race, sex, and ethnic identity. The government's historical role in assisting and combating discrimination receives particular attention.
Ronald L. Trosper

Ec 353 Industrial Organization—Competition and Antitrust (F; 3)

Prerequisite: Ec 201 or Ec 203 or permission of the instructor
An analysis of the relationship of market structure to the market conduct of business enterprises, and of each of these to market performance, will be made, with examples from specific industries. The market performance that results from different types of structure and of conduct will be examined in the light of the objectives of public policy.
H. Michael Mann

Ec 354 Industrial Organization—Public Regulation (S; 3)

Prerequisite: Ec 201 or Ec 401 or permission of the instructor
Analysis of sources of market failure which encourage direct governmental intervention into market process. Specific areas examined

include occupational licensing, natural monopolies, and markets susceptible to destructive competition. Implications for public policy assessed.
H. Michael Mann
Frank M. Gollop

Ec 357 Political Economics I (F; 3)

An investigation of the distribution of economic and political power in America will be undertaken. The course begins with an inquiry into conservative, liberal, and radical economic perspectives, continues with an empirical study of social class and economic power, investigates corporate wealth and ownership, and finally concludes with a discussion of the role of the state under modern capitalism.
Barry Bluestone

Ec 358 Topics in Modern Political Economics (S; 3)

Prerequisite: Ec 357 or permission of the instructor
An in-depth political economic investigation of up to five of the following topics in political economics: foreign policy and imperialism, poverty and labor markets, education, discrimination and racism, women's liberation and sexism, health care, the environment, militarism, taxation, and the urban crisis.
Barry Bluestone

Ec 361 Monetary Theory and Policy (F, S; 3)

Prerequisite: Ec 202 or 404, or permission of instructor
An analysis of the nature of money and other financial instruments; banks and other financial intermediaries; and central banking in the United States economy. With this background, alternative views of money and economic activity are presented, and the theory and practice of economic stabilization policy are discussed. Relevant topics in international finance are also introduced.
Christopher F. Baum
John H. Ciccolo
Joe Peek

Ec 366 Public Finance (F, S; 3)

Prerequisite: Ec 201 or Ec 401 or concurrent; or permission
An analysis of the micro-economic problems of the public sector in a market economy including: the proper scope of the public sector; decision rules for government expenditures; practical problems of cost-benefit analysis; criteria for a "good" tax system; special problems of state and local governments. The course stresses current U.S. problems.
Richard W. Tresch
William Neenan, S.J.
Barbara Spencer

Ec 371 International Trade (F; 3)

Prerequisite: Ec 201 or Ec 401 or permission of the instructor
An analysis of the foundations of trade and the principle of comparative advantage, leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated. Also, economic warfare, control of international factor movements, and interaction of trade and economic development.
James E. Anderson

Ec 372 International Finance (S; 3)

Prerequisite: Ec 202 or Ec 402 or permission of instructor.
Monetary aspects of international trade and balance of payments models will be studied under alternative exchange rate regimes. Particular emphasis will be placed upon the effects and role of monetary and fiscal policies as they relate to balance of payments questions.
The Department

Ec 375 Economic Development (F, S; 3)

This course considers the economic characteristics of the less developed countries, the theories offered as explanations of the sources of development and the principal issues facing policy makers in these countries.
Francis M. McLaughlin
Ronald L. Trosper

Ec 378 Education and Economic Development (F; 3)

Role of education in different historical contexts: early growth of industrial economies, modern United States, and, primarily, countries currently at an early stage of their development. Review of empirical evidence and theoretical models concerning the impact of education—its production, distribution and financing—on economic productivity, employment, income distribution, social mobility, and other social indicators. Application to the planning of national education systems in various developing countries.
Andre Daniere

Ec 380 Capital Theory and Finance (F; S; 3)

Prerequisite: Ec 201 or Ec 401 and Ec 221 or Ec 427 or with permission

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment such as human capital, the public sector, and tax incentives to investment.
Harold Petersen

Ec 394 Urban Economics (F, S; 3)

This course deals with problems facing large U.S. cities—declining incomes and population, substandard housing, congested highways and public transit, rising public expenditures and deterioration of public services. The determinants of land-use—physical, economic and political—are identified and various public policies such as urban renewal, local finance, transportation subsidies, are evaluated.

*John Hekman***Ec 397 Soviet Economic System (F; 3)**

Analysis of factors determining the rate of growth of the Soviet economy and of methods used by Soviet planners in mobilizing resources and in their allocation. Special attention is given to recent reforms of managerial incentives and to the operational efficiency of the Soviet economy.

*Leon Smolinski***Ec 398 Comparative Economic Systems (S; 3)**

The main purpose of this course is to acquaint the student with the operational principles of noncapitalist economic systems such as democratic socialism, Soviet type economies, and Yugoslav market socialism. Special attention is given to the theory and practice of economic planning and to the ways in which various economic systems attempt to achieve rapid growth, efficient resource allocation, and social welfare.

*Leon Smolinski***Ec 401 Microeconomic Theory Honors Level (F; 3)**

A more intensive analytical treatment of the same material presented in Ec 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

*David A. Belsley
Marvin C. Kraus***Ec 402 Macroeconomic Theory Honors Level (S; 3)**

A more intensive analytical treatment of the same material presented in Ec 202. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

*Donald Richter***Ec 427 Econometrics I: Probability and Statistics (F; 3)**

Prerequisite: Calculus

This course presents the statistical background required as an introduction to the study of econometrics; probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing.

*Joseph Quinn
Harold Petersen***Ec 428 Econometrics II (S; 3)**

Prerequisite: Calculus, and Ec 427 or its equivalent

This course focuses on parameter estimation and hypothesis testing in linear economic relationships. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

*Joseph Quinn
Harold Petersen***Ec 403–497 Departmental Seminar Series (F, S; 3)**

Each semester the Department will offer up to five small seminar style courses in economic theory or policy, limited to 15 to 20 students each. The seminars are intended to create possibilities for student-student and student-faculty interaction that do not exist in the larger Ec 300 electives. The seminar series is part of the Honors program in that an Honors candidate must choose at least two seminars as two of his/her ten courses, but the seminars are open to non-Honors students as well. Any major with a solid record in Principles and the Theory courses is encouraged to participate.

*The Department***Ec 498 Senior Honors Thesis (F, S; 3, 3)**

Required of all Seniors seeking a degree with Honors in Economics.
The Department

Ec 664 Labor Management Relations (S; 3)

This course critically reviews and appraises the development and impact of collective bargaining in the United States. Attention is given to environmental forces, including public policy as well as to the negotiation and administration of labor agreements and related issues.

Donald J. White

English

Faculty

Professor Leonard R. Casper, A.B., A.M., Ph.D., University of Wisconsin

Philomatheia Professor P. Albert Duhamel, A.B., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

Professor Anne D. Ferry, A.B., Vassar College; A.M., Ph.D., Columbia University

Professor Richard E. Hughes, A.B., Siena College; A.M., Boston College; Ph.D., University of Wisconsin

Professor John L. Mahoney, A.B., A.M., Boston College; Ph.D., Harvard University

Professor John J. McAleer, A.B., A.M., Boston College; Ph.D., Harvard University

Professor E. Dennis Taylor, A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Associate Professor Joseph A. Appleyard, S.J., Chairman of the Department
A.B., Boston College; Ph.D., Harvard University

Associate Professor Henry A. Blackwell, A.B., Morgan State College; M.A., Ph.D., University of Chicago

Associate Professor Rosemarie Bodenheimer, A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Associate Professor Adele M. Dalsimer, A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Associate Professor Paul C. Doherty, A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Associate Professor John J. Fitzgerald, A.B., A.M., Boston College; A.M., Ph.D., Fordham University

Associate Professor Robert Kern, A.B., City College of New York; A.M., Ph.D., Harvard University

Associate Professor Joseph A. Longo, B.S., M.Ed., A.M., Ph.D., Rutgers University

Associate Professor Robin R. Lydenberg, A.B., Barnard College; A.M., Ph.D., Cornell University

Associate Professor John F. McCarthy, A.B., Harvard University; A.M., Ph.D., Yale University

Associate Professor Daniel L. McCue, Jr., A.B., Boston College; A.M., Ph.D., Columbia University

Associate Professor Kristin Morrison, A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Associate Professor John H. Randall, III, A.B., Columbia University; A.M., University of California at Berkeley; Ph.D., University of Minnesota

Associate Professor Charles L. Regan, A.B., Boston College; A.M., Ph.D., Harvard University

Associate Professor Robert E. Reiter, A.B., St. Bonaventure College; Ph.D., University of Michigan

Associate Professor Richard J. Schrader, A.B., Notre Dame University; A.M., Ph.D., Ohio State University

Associate Professor Cecil F. Tate, A.B., University of Maryland; A.M., Ph.D., Emory University

Associate Professor Andrew J. Von Hendy, A.B., Niagara University; A.M., Ph.D., Cornell University

Associate Professor Judith Wilt, A.B., Duquesne University; Ph.D., Indiana University

Associate Professor William Youngren, A.B., A.M., Ph.D., Harvard University

Assistant Professor Raymond G. Biggar, A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Assistant Professor Howard A. Eiland, A.B., Northwestern University; M.Phil., Ph.D., Yale University

Assistant Professor Albert M. Folkard, A.B., A.M., Boston College

Assistant Professor Dayton Haskin, A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Assistant Professor Paul Lewis, A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Assistant Professor Joseph M. McCafferty, A.B., A.M., Boston College

Assistant Professor Francis J. McDermott, A.B., A.M., Boston College; A.M., Ph.D., Harvard University

Assistant Professor John J. Sullivan, Assistant Chairman of the Department
A.B., Harvard University; A.M., Boston College

Assistant Professor Francis W. Sweeney, S.J., A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Assistant Professor Christopher P. Wilson, A.B., Princeton University; Ph.D., Yale University

Lecturer Sr. Elizabeth S. White, R.S.C.J., A.B., Manhattanville College; A.M., Radcliffe College; Ph.D., Catholic University

Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education which still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political and social, historical, moral and religious. The study of literature is thus a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. And the tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

Requirements for a Major (pre-1981)

Students who are juniors or seniors in the Fall of 1981 may satisfy either the old or new requirements for majoring in English. The old requirements consist of a total of 8 courses beyond the 2 Core courses. Five of these have to be distributed among the various periods and genres in the following way: one course in Medieval language or literature, one other course in pre-1900 literature, one course in criticism, one course in poetry, and one course in another genre. It was, and still is, also possible for a student to satisfy the requirements for a major by designing an individualized sequence of courses which constitute a coherent program reflecting the student's own special interests.

Requirements for a Major (1981 onward)

For students who are sophomores in the Fall of 1981 there is a new set of requirements. These go beyond the idea that courses should be distributed in certain areas, since experience has shown that what the older requirements lacked was a sense of the English major as a sequence of skills and kinds of knowledge which develops in an

orderly way from sophomore to senior year. The new requirements embody this kind of sequence. Also, the total number of required courses will now be 10 courses beyond the 2 Core courses.

Students normally begin an English major in their sophomore year. As a first step all students are required to take Studies in Poetry and Practice of Criticism, in this sequence; both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature. A useful course at this point may be Classical and Biblical Background of English Literature. As a second step (or simultaneously with Studies in Poetry and Practice of Criticism) students are required to take at least two courses in the history of English and American literature; they may take both parts of Survey of English Literature I & II or two courses from among four English Literary History courses or Major American Writers I. They may mix these in any combination, so long as they take at least one course from the first of these two blocks:

Block I	Block II
Survey I	Survey II
ELH I: Chaucer to Spenser	ELH III: Pope to Keats
ELH II: Donne to Dryden	ELH IV: Tennyson to Eliot
	Major American Writers I

Students who have a special interest in American literature are advised to take Major American Writers I at this point, as a foundation for later courses.

After these two steps, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have a great many options from among the thirty or so electives the department offers each semester in English and American literature, in Irish studies, in writing, in the different genres, and in particular themes. By senior year students ought to be able to focus on some well-defined topics (individual authors, important single works, specialized themes). Seniors should also consider courses in literary criticism and theory, which provide an integrating point of view towards their experience of studying literature. Each year the department will offer some of these senior-level courses as Senior Seminars, limited in enrollment and restricted to seniors, to enable them to work closely with a faculty member on a topic of special interest.

As in the past, students may also fulfill the major requirements by an alternate method. With the aid of an advisor and the approval of a departmental committee, they may design an individualized sequence of courses which suits their own special interests. This plan is particularly appropriate for students interested in interdisciplinary work—for example, in American Studies. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments.

English Courses for Non-Majors

Students majoring in other subjects have always been welcome in English courses, for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing. Students who are not English majors, however, should consider the degree of difficulty of particular courses and the preparation other students are likely to have. Course descriptions, particularly the more detailed ones which the department distributes in advance of each registration period, are useful sources of this kind of information.

Irish Studies Program

Irish Studies offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include: a three-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries, a study tour of Ireland, a one-semester course culminating in three weeks of field study in Ireland.

Irish studies offers a junior-year Irish Studies Program at University College, Cork, which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should

apply to the Junior Year Abroad Office or see Professors Dalsimer and O'Neill of the English and History Departments.
Students interested in studying the Irish language should consult the Evening College Catalogue.

Minor in Secondary Education

Students in the College of Arts & Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the Junior Year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in sophomore year. They should also consult the English Department's advisor for students in this program, John J. Fitzgerald, Carney 451.

Analogy Program

An intensive study of special topics for a full semester. Students receive 15 credits and devote full-time to small-group work on subjects which they and the participating faculty jointly agree on. Offered every other year if student interest warrants it. Students should apply well in advance of registration in the previous semester.

University of Nijmegen Student Exchange

The English Departments of Boston College and the University of Nijmegen in the Netherlands exchange one student each year. Usually a junior English major goes to Nijmegen, and a graduate student comes here. Tuition is waived for both students. Nijmegen is a city of some 150,000 inhabitants located on the Rhine near the German border, and the university has 16,000 students, about 350-400 in the English Department. The Boston College student may attend both undergraduate and graduate courses. All teaching in the department is done in English, and outside the English Department faculty and students usually have a fair knowledge of English. Interested students should apply to the Chairman of the English Department by late February.

Student Advisors

Advanced Placement	Judith Wilt, Carney 448
BA/MA Program	Chairman, Carney 450
Secondary Education	John Fitzgerald, Carney 451
Minor	
Graduate Study in	John Mahoney, Carney 462
English	
American Studies	Cecil Tate, Hovey House, Carney 438
Irish Studies	Adele Dalsimer, Carney 439
Medieval Studies	Joseph Longo, Carney 452

N.B. For more and up-to-date information about any of these points, all students should consult the English Department's Yellow Pages, distributed twice a year, just before the registration period.

Course Offerings

NOTE: The numbering system for English courses has been changed and expanded in this 1981-82 Bulletin. Some numbers in the new system may designate courses which had different numbers before 1981-82.

En 021-022 Critical Reading and Writing (F, S; 3, 3)

A two-semester course designed to train students in the reading, analysis, and understanding of literature and in the writing of expository and persuasive prose. The literature includes significant works of drama, prose fiction, essay, and poetry. Regular writing assignments, carefully examined and discussed, are an important part of the course. En 021-022 fulfills the Core requirement in English.
The Department

En 041-042 English for Foreign Students: Intermediate (F, S; 3, 3)

This course is designed to enable Boston College students and personnel whose native language is not English to acquire the fluency and skill in English—speaking, listening, writing and reading—necessary to function satisfactorily—academically and socially—in the Boston College community.

It is intended for Intermediate students only, NOT for beginning students.

A total of ten hours of English a week is available: four hours of class, four hours of language laboratory, and two hours per week of free tutoring by Boston College students. Extra writing assignments are expected of those who do not attend the language laboratory.

During the Fall semester, the emphasis is on speaking and listening with understanding, accompanied by writing assignments and the reading of short stories. The sounds and structures of English are examined. The second semester is a continuation of the first, with a quick grammatical review, and with greater concern for reading short stories and a novel, and for expository writing.

This course is graded P (pass), F (fail), or J (continue). A P signifies the student's readiness to take En 021-022 or En 043-044 (with the advice of the instructor); a J indicates that the student should continue in En 041-042; an F indicates failure. En 041-042 is a credit course for undergraduates; but it does NOT fulfill the Core requirement in English. It is a non-credit course for graduate students, staff, faculty spouses, etc., who receive a grade of S (satisfactory).

Open to off-campus students (see the Professor; do NOT register in the Evening School). Free to all Boston College students and personnel.
The Department

En 043-044 English for Foreign Students: Advanced (F, S; 3, 3)

This course is designed to fulfill the Core requirement in English for students whose native language is not English. It is NOT intended for foreign students whose competence in English is very close to that of native students. Such students should enroll in En 021-022.

In addition to the four hours of class, free tutoring by Boston College students and use of the language laboratory are available. Grammar, pronunciation, the structure of the English sentence and expository writing are discussed both semesters. The literature read critically will include the short story and novel the first semester, and drama and poetry the second.

Undergraduate students in En 043-044 receive credit for two Core requirements in English upon satisfactorily completing both semesters. The first semester is graded P (pass), J (continue), or F (failure). A P signifies the student's readiness to take En 021 or 022; a J indicates that the student should continue in En 044; an F indicates failure. The second semester is graded by the University's standard letter grades.

En 043-044 is a non-credit course for graduate students, staff, faculty, faculty spouses, etc., who receive a grade of S (satisfactory). Open to off-campus students (see the Professor; do NOT register in the Evening School). Free to all Boston College students and personnel.
The Department

En 110.01 Classical and Biblical Backgrounds of English Literature (F; 3)

A course designed to acquaint students with the classical and biblical tests which form the background of so much English literature—Homer's Iliad and Odyssey, Vergil's Aeneid, the Greek dramas, and some of the principal books of the Bible.
Howard Eiland
Dayton Haskin

En 201 Studies in Poetry (F, S; 3)

Close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and to write lucid interpretative papers.
Anne Ferry
John Fitzgerald
Dayton Haskin
Robert Kern
Robin Lydenberg
John McCarthy
Robert E. Reiter
Judith Wilt

En 202 Practice of Criticism (F, S; 3)

Further close reading of texts—including longer poems, prose fiction, and drama—and practice in writing critically about them.
Paul C. Doherty
Howard A. Eiland
John Fitzgerald
Robert Kern
Robin Lydenberg
Robert Reiter
Judith Wilt
William Youngren

En 210 Survey of English Literature I (F; 3)

The major authors of literature in English up to 1700. Joseph Longo

En 211 Survey of English Literature II (S; 3)

The major authors of literature in English from 1700 to the present century. Richard Hughes

English Literary History

These courses cover major writers in different genres, and aim at giving students a sense of the issues and idioms and of the changes and continuities across the periods covered.

En 221 ELH I: Chaucer to Spenser (F; 3)

Charles Regan

En 222 ELH II: Donne to Dryden (S; 3)

Robert Reiter

En 223 ELH III: Pope to Keats (F; 3)

Daniel McCue

En 224 ELH IV: Tennyson to Eliot (S; 3)

John McCarthy

En 315 Chaucer: The Canterbury Tales (S; 3)

A close reading of the Tales, with discussion of the relevant fourteenth-century background. Raymond Biggar

En 316 Early Medieval Literature (F; 3)

This course takes as its subject matter not only Western culture from about 500 to about 1200 A.D., but also the problem of what happens to literary themes and forms when two established cultures (Christianized Rome and pagan Germania) clash and fuse to form a distinctive new culture. The course is thus in literary history, with a strong admixture of cultural history. The readings are all in modern English translation, and will include Augustine, Boethius, Beowulf, Bede, The Song of Roland, Icelandic sagas, as well as Old Irish and Old Germanic legends and heroic narratives. Robert E. Reiter

En 317 Chaucer (F; 3)

A close reading of Chaucer's poetry, including *The Canterbury Tales* and *Troilus and Criseyde*, with discussion of the relevant 14th century background. Richard Schrader

En 318 14th Century Non-Chaucerian Literature (F; 3)

The course will include *Piers Plowman*, *The Pearl Poet*, the cycle plays, and the mystics. Much of the reading will be done in Middle English, but no previous experience in the language is required. Elizabeth White, R.S.C.J.

En 325 (Po 629) Shakespeare: Art, Politics and Philosophy (F; 3)

Twelfth Night, or *As You Like It*, *Measure for Measure*, *Julius Caesar*, *Antony and Cleopatra*, *King Lear*. Paul C. Doherty
David Lowenthal

En 326 Shakespeare I (F; 3)

A study of the Histories and Comedies, with detailed analysis of the texts of *Richard II*, *I Henry IV*, *Romeo and Juliet* and *Twelfth Night*. P. Albert Duhamel

En 327 Shakespeare II (S; 3)

A study of the Tragedies and Romances, with detailed analysis of the texts of *Hamlet*, *King Lear*, *Macbeth*, *Antony and Cleopatra* and *The Tempest*. P. Albert Duhamel

En 328 Shakespeare I: The Comedies and Histories (F; 3)

A study of selected comedies from the canon. The course will trace the development of Shakespeare and Renaissance theories of love (esp. Plato, Christian ideals, and courtly love) and of history. The approach will be through an awareness of Shakespeare as 'philosopher' (the history of ideas) and 'dramatist' (Renaissance theatrical conventions). The plays selected for intensive analysis are *Love's Labour's Lost*, *A Midsummer Night's Dream*, *The Tempest*, *Richard II*, and the first part of *Henry IV*. Joseph Longo

En 329 Shakespeare II: the Major Tragedies (S; 3)

A study of the canon from 1600–1610. The focus will be Shakespeare's examination of tragedy—its protagonist, experience, ideas, etc.—and the probability of its resolution. The approach will be through an awareness of Shakespeare as 'philosopher' (the history of ideas) and 'dramatist' (Renaissance theatrical conventions). The plays selected

for close analysis will be *Hamlet*, *Troilus and Cressida*, *Lear*, *Macbeth*, and *Antony and Cleopatra*. The course is designed to offer the student of Shakespeare an introduction to the man and his milieu, with primary emphasis given to the plays rather than the general background. Joseph Longo

En 330 16th–17th Century Poetry (S; 3)

A study of the themes and conventions in the poetry of Donne, Herbert, Jonson, Marvell and their contemporaries. Anne Ferry

En 340 Milton (S; 3)

Readings in Milton's poetry and prose: these studies, although they will seek to situate Milton among his contemporaries—poets, princes, and parliamentarians—will be directed chiefly to *Paradise Lost* and the other major poems. Dayton Haskin

En 341 18th Century Major Writers (S; 3)

A study of the principal writings of five major figures—Pope, Swift, Johnson, Boswell, and Burke—with selected criticism and bibliography. Daniel L. McCue, Jr.

En 350 Comparative Romanticism (F; 3)

This comparative study of English, French and German Romanticism will focus on the theory and practice of metaphor, irony, imaginative vision and poetic reveries. Substantial readings in Novalis, Wordsworth and Baudelaire. Selections from Schlegel, Goethe, Brentano, Hoederlin, Rousseau, Nerval, Keats, Shelley, Coleridge. Robin Lydenberg

En 351 English Romanticism (S; 3)

The development of Romanticism in nineteenth-century England. The course will focus on the major poetry and literary theory of Wordsworth, Coleridge, and Keats. There will also be consideration of important historical and philosophical backgrounds. John Mahoney

En 360 The Modern Poetic Voice (F; 3)

The emergence of the modern voice in poetry from the early romantics to the twentieth century, concentrating on dramatic monologues of, among others, Wordsworth, Browning, Tennyson, Eliot and Frost. Nancy Lusignan

En 362 19th Century British Fiction (F; 3)

Austen, *Pride and Prejudice*; Scott, *The Heart of Midlothian*; Dickens, *David Copperfield*; Thackeray, *Vanity Fair*; C. Bronte, *Jane Eyre*; E. Bronte, *Wuthering Heights*; Gaskell, *North and South*; Eliot, *The Mill on the Floss*; Trollope, *Barchester Towers*; Hardy, *Return of the Native*. Paul C. Doherty

En 363 19th Century Novel and the Autobiographical Impulse (S; 3)

An exploration of the interaction between novel and autobiography focusing on the mid-to-late 19th century. Readings will include works by Dickens, Bronte, J.S. Mill, Gosse, and Meredith. Tad Kenney

En 375 D. H. Lawrence: Novels (S; 3)

A study of *Sons and Lovers*, *The Rainbow*, *Women in Love*, *Aaron's Rod*, *The Plumed Serpent*, *Lady Chatterley's Lover*, and several of the short novels. Richard Hughes

En 376 Modern Fiction (S; 3)

The objective of the course is to introduce students to the uses of myth in selected examples of modern literature. The focus will be the exploration of four novels, each work illustrative of the uses of myth. The works to be considered are Malcolm Lowry, *Under the Volcano*; D.H. Lawrence, *The Rainbow*; William Faulkner, *The Sound and the Fury*; and Virginia Woolf, *To the Lighthouse*. Joseph Longo

En 377 Modern Drama I (F; 3)

A study of three important twentieth-century playwrights—Sean O'Casey, Arthur Miller and Tom Stoppard—whose work is representative of various ways that modern playwrights deal with social questions. Kristin Morrison

En 378 Modern Drama II (S; 3)

A study of three important twentieth-century playwrights—J. M. Synge, T. S. Eliot, and Samuel Beckett—whose work is representative of various ways that modern playwrights deal with the lyrical element in drama. Kristin Morrison

En 379–380 (Pl 100) Perspectives on Modernism (F; S; 6, 6)

A full-term course in the literature, music, and visual arts usually connected with the term "modernism." The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. The composers listened to during the music segment will include Wagner, Debussy, and Stravinsky; there will also be at least one week on jazz. The visual arts segment will emphasize not only painting but also sculpture and architecture. Classes will mainly be conducted in open discussion rather than as lectures.

William Youngren

En 401.01 Major American Writers I (F; 3)

An introduction to American literature from 1620 to 1860. Bradstreet, Taylor, Franklin, Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman.

Paul Lewis

En 401.02; 03 Major American Writers I (F; 3)

A study of the American literary tradition as it developed in the 19th century. Readings in the major Transcendentalists (Emerson, Thoreau) poets (Whitman, Dickson), writers of romantic fiction (Poe, Hawthorne, Melville), realistic writers (Twain, James).

John H. Randall, III

En 401.04 Major American Writers I (F; 3)

Four major writers of "The American Renaissance," Hawthorne, Melville, Thoreau and Whitman.

Cecil Tate

En 402.02; 03 Major American Writers II (S; 3)

Readings in authors of the twentieth century.

John H. Randall, III

En 402.04 Major American Writers II (S; 3)

Four major "modern" writers: James, Eliot, Hemingway and Faulkner.

Cecil Tate

En 402.05 Major American Writers II (S; 3)

Readings in American literature of the twentieth century, focusing on the work of Robinson, Frost, Eliot, Dreiser, Hemingway, Fitzgerald, Faulkner, and Bellow.

Henry Blackwell

En 411 American Fiction 1860–1914 (F; 3)

A study of selected masterpieces of fiction of the late nineteenth and early twentieth century, with emphasis upon the intellectual and cultural contexts of the writers, their place in American literary history, and their dialogues about fiction and the values of their time. Twain, Howells, James, Crane, Dreiser, Gertrude Stein and Edith Wharton will receive major attention. Writers such as Horatio Alger, Bret Harte, G. W. Cable, Sarah Jewett, Ambrose Bierce, Frank Norris, Kate Chopin, Paul Dunbar, Charles Chestnut, J. W. Johnson, Jack London, Upton Sinclair, and Willa Cather will receive brief mention.

Henry Blackwell

En 450 Fitzgerald and Hemingway (S; 3)

A chronological survey of the works of F. Scott Fitzgerald and Ernest Hemingway, studying both the man and the myth to show how each was victimized by the myth in different ways.

John H. Randall III

En 451 Society and Literature of the Thirties (F; 3)

A study of the social, political, and economic ideas embodied in selected works of Nathanael West, John Dos Passos, Clifford Odets, John Steinbeck, William Faulkner, Ernest Hemingway, Thomas Wolfe, Richard Wright, in an attempt to discover whether social relevance and aesthetic worth are necessarily incompatible.

John H. Randall III

En 470 American Drama Since 1950: Off Broadway (S; 3)

The Off-Broadway phenomenon, studied in plays by Gelber, Le Roi Jones, Kopit, Rabe, Pinero, Berrigan and others.

Leonard R. Casper

En 471 Modern American Poetry (S; 3)

The focus will be on selected texts of five or six major 20th century poets, including Frost, Eliot, Pound, Stevens, and Williams, with brief glances at lesser figures and more contemporary ones, such as Gary Snyder. Some attention will be given to various schools and movements—Imagism, for example—and to the intellectual and philosophical backgrounds of Modernism.

Robert Kern

En 490 The Problem of Belief in American Fiction (F; 3)

A study of conflicts between art and ideology as reflected in the themes, techniques, and artistic problems of selected nineteenth- and twentieth-century novelists whose beliefs collide with the entrenched views and values of their time. Hawthorne, Melville, James, Dreiser, Gertrude Stein, Hemingway, West, Wright, Steinbeck, and O'Connor are among the candidates for inclusion.

Henry Blackwell

En 491 The American Short Story (S; 3)

This course will examine the development of the short story in America from Washington Irving to John Cheever. The course will explore the popularity of the short story both with readers (it is perhaps the most marketable form of literary art) and with writers (almost every American writer has written short stories).

David Klooster

En 492 The American Success Story (F; 3)

The development, modification, and failure of American ideas of the successful life, as this preoccupation shifts from an individual to a communal or organizational pursuit. Among the works to be considered: Franklin's *Autobiography*, Alger's *Ragged Dick*, Dreiser's *The Financier*, and Steinbeck's *In Dubious Battle*.

T. D. Urbanski

En 493 Literature and Social Thought in America (F; 3)

This course is concerned with the role of the intellectual in America during the first half of the 20th century. In part, it will consider whether creative writers and social critics have had much formative influence on events, or whether they have been mainly reflectors and protesters. We will discuss several key groupings of intellectuals: among others, the "Naturalists" (William James, John Dewey, George Santayana); the "Awakeners" (Randolph Bourne, Lewis Mumford, Van Wyck Brooks); the "Expatriates" (Malcolm Cowley, Harold Stearns); and Depression-era leftists (Sidney Hook, Max Eastman, and Edmund Wilson). We will focus on the ways these writers' responses to social issues formed coherent patterns of thought and action.

Christopher Wilson

R. Alan Lawson

En 494 Literature and Journalism in America (S; 3)

This course will explore the interaction between the news media and literary expression in America since the late nineteenth century. For the most part, the course will proceed chronologically, with slight adjustments made to consider three topics: the historical convergence of the modern notion of "news" and literature beginning with the naturalist writers of the 1890's; the genre of war correspondence as a tradition with literary overtones; and the recent rise of the "new journalism" and nonfiction novel. The reading list will be drawn from: Lincoln Steffens' *Autobiography*; Jacob Riis, *How the Other Half Lives*; Stephen Crane, *Maggie, A Girl of the Streets*; John Reed, *Insurgent Mexico* and/or *Ten Days that Shook the World*; Norman Mailer, *Armies of the Night*; and selections from writers like Richard Harding, Theodore Dreiser, Hunter Thompson, Abraham Cahan, Ernest Hemingway, and Tom Wolfe.

Christopher Wilson

En 500 (Hs 417) Literature and Politics in 18th and 19th Century Ireland (F; 3)

This course will examine the relationship between literature and politics in 18th and 19th century Ireland. Major works of Irish literature of this period will be considered in the light of their social and political origins, their subsequent effect on political conceptualization and action, and their place in the development of the Irish literary tradition. Among the writers to be considered are Swift, Meriman, Maria Edgeworth, William Carlton, Kickham, Somerville and Ross, Brinsley MacNamara. This course is taught jointly with Professor Kevin O'Neill of the History Department and is cross-registered.

Adele M. Dalsimer

En 505 Modern Irish Drama (S; 3)

This course will consider the major plays written for the Abbey Theatre, from its inception to the present. Emphasis will be placed on the Abbey's early formative years.

Adele M. Dalsimer

En 508 Twentieth Century Irish Poetry Exclusive of Yeats (S; 3)

Ireland has produced a number of significant poets in the twentieth century whose importance has been unfortunately obscured by the pre-eminence of Yeats. Among the poets to be considered will be Patrick Kavanagh, Austin Clarke, Thomas Kinsella, John Montague and Seamus Heaney.

Adele Dalsimer

En 510 (Hs 216) (Fa 227) Irish Literature, History and Art (S; 3)

A one-semester course which culminates in a three-week summer study tour of Ireland. The specific focus shifts from year to year. The course and trip are taught jointly by members of the English, History and Fine Arts Departments, and are cross-registered.

Adele Dalsimer

En 520 Contemporary Fiction: Cultures in Conflict (S; 3)

Study of contemporary fiction dealing with the invasion of traditional cultural values and visions by modern Western civilization. Works will include major fiction from Japan, India, South America, Africa, and America. (Kawabata, Tanizaki, Markandaya, Narayan, Marquez, Achebe, Tutuola, I.B. Singer, Toomer, Toni Morrison, Maxine Hong Kingston.)

Robin Lydenberg

En 521 War Fiction (F; 3)

The epic of war as encountered in the fiction of Crane, Bierce, Remarque, Mailer, Jones, Dickson, and McAleer. The course will consist of lectures with ample opportunity for class discussion.

John McAleer

En 522 Short Fiction of the 19th & 20th Centuries (F; 3)

The novellas and short stories studied will investigate the characteristic themes and techniques of representative literary figures—of Americans like Hawthorne, Melville, James, Faulkner, Porter, and O'Connor—of Europeans like Gogol, Dostoevsky, Tolstoi, Mann, Joyce, and D. H. Lawrence.

Joseph McCafferty

En 523 Information Processing (S; 3)

Methods of storing, retrieving, and disseminating information in our culture from the Middle Ages to the present: manuscripts, printed books, libraries, photocopying, electronic tape recording, computerized word processing.

Daniel McCue

En 524 The World of Children's Literature I (F; 3)

An examination of significant creativity, including illustration, produced in over two centuries—with a double appeal to the young and adult audience. Writers include Perrault, the Brothers Grimm, Andersen, Ruskin, Dickens, Carroll, Stevenson, Twain, Wilde, Baum, Barrie, Grahame, Milne, E. B. White, C. S. Lewis, Thurber, Wilder.

Francis McDermott

En 525 World of Children's Literature II (S; 3)

Part I is not a prerequisite. Further emphases and new material. Attention will be given to more award winners, to picture books, the fairy, folk and tall tale, children's verse, teenage fiction, classic texts. Examined will be Lear, MacDonald, Collodi, Alcott, Salten, Tolkein, Forbes, Lofting, Singer, Jarrell, Lawson, Dahl, Blume—and others.

Francis McDermott

En 526 Literature In A Man's World (S; 3)

A course tracing literature's attempt to describe, evaluate, and affect the power of social-sexual stereotypes in the private and public lives of women and men. We will study works by women and men, fiction and non-fiction, poets, essayists, novelists, "classical" and contemporary, to see how Feminist analysis sheds light on the strategies of artists who are caught up, like their characters, in a man's world. We will begin with some of the classic essays about sexual liberation and enclosure by women and men—J. S. Mill's *On the Subjection of Women*, Virginia Woolf's *A Room of One's Own*, Shulamith Firestone's *The Dialectic of Sex*, Norman Mailer's *The Prisoner of Sex*, and then survey some artists, from Shakespeare and Pope to Bronte, Meredith, Barth and Didion. Individual expression and individual projects will be an important component of the course.

Judith Wilt

En 527 (Sl 311) General Linguistics (F; 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models.

Offered annually

Michael J. Connolly

En 528 (Cl 217) Greek and Latin Epics (F; 3)

No prerequisites

Analysis and reading in English translation of Homer's *Iliad* and *Odyssey* and Virgil's *Aeneid*. Lectures and discussion presuppose no language background, but regular participation in class is assumed.

John W. Howard, S.J.

En 529 The Idea of Nature (F; 3)

A literary background to ecology. The course will center on the meanings the word nature has acquired in literature and art, particularly since the nineteenth century.

John McCarthy

En 530 Tragedy in Drama and Fiction (S; 3)

This course will look at the "genius of tragedy"; the independent, sometimes radical vision of some Elizabethan dramatists including Shakespeare and of some American and Russian novelists.

Joseph M. McCafferty

En 531 Crime Fiction (S; 3)

Detective fiction as an art form studied in the works of Poe, Doyle, Chesterton, Sayers, Hammett, Chandler, Stout, Simenon, Van Gulik, Christie, Tey, and Macdonald. Critical assessments will take direction from appraisals by Auden, Wilson, Barzun, Van Doren, Krutch, Grella, Crider, Knox, Highet, and Sir Hugh Greene. A transcultural course of literary, psychological, and sociological dimensions.

John McAleer

En 550 Critical Revaluations (S; 3)

A course, limited to a small number of senior English majors, the object of which will be to enable students to look back on what they have studied as undergraduates and to integrate what they have learned into a coherent point of view towards literature and their own experience.

Joseph A. Appleyard, S.J.

En 551 Critical Approaches to Literature (S; 3)

An opportunity for the advanced undergraduate to evaluate and integrate, through the discussion of selected essays from a wide range of modern critics, his/her experience with various ways of studying and teaching literature. Through weekly papers the course is also intended to provide opportunities for the student to develop his/her ability to write critical reviews in any of the arts.

P. Albert Duhamel

En 552 (Sl 216) Poetic Theory (S; 3)

Traditional and contemporary theories of metre and prosody will be described and analyzed within the framework of modern structural and generative approaches to language as well as from the point of view of (Russian) Formalism. Textual material will be mainly English although texts from any language may be presented by students for analysis in required term papers.

Lawrence Jones

En 553 History of Criticism (F; 3)

This course will study major documents in the history of criticism and the problems and issues which occasioned them. Aristotle, Sir Philip Sidney, John Dryden, Samuel Johnson, Samuel Taylor Coleridge, T. S. Eliot, and Northrop Frye will receive major attention.

John L. Mahoney

En 570 Techniques of Precise Expression (F; 3)

Ever feel you can't think of the exact word to express your thoughts or feelings? Ever unsure about how accurately the word you selected conveys the intended meaning? Have you tried memorizing lists of words and failed? This course provides an opportunity to develop your active vocabulary and to utilize words with precision and flexibility.

John Fitzgerald

En 571 (Sl 233) Applied English Grammar and Style (F; 3)

A review of English grammar on modern principles, with a view to their application in the writing of clear English prose. Samples of various genres of literary style will be read and used as models for composition exercises.

Lawrence G. Jones

En 572 Prose Writing (F; 3)

A practical course designed to help students sharpen the skills needed in all forms of writing: finding and narrowing a subject, gathering specific information, addressing an audience, and editing to achieve greater clarity and force. Weekly papers and weekly conferences. This course is open to majors and non-majors, to all students who want to improve as writers. Limited enrollment.

Paul Lewis

The Department

En 573 Writing Workshop: Business Writing (F; 3)

An integrated series of discussions and exercises designed to develop proficiency in clear, vigorous writing, for business and other practical applications.

Daniel L. McCue, Jr.

En 579 Writing Workshop: Fiction (F; 3)

A workshop for improving skills in writing imaginative fiction.
Leonard Casper

En 580 Writing Workshop: Short Story (S; 3)

The purpose of the course is to supply opportunities for students to write short fiction and to receive critical comment as work is in progress as well as when it is finished.
John Sullivan

En 585 Writing Workshop Essay and the Article (S; 3)

Methods of writing non-fiction, with some reading in contemporary writers like E. B. White and George Orwell. Frequent short papers will be required. Limited enrollment.
Francis Sweeney, S.J.

En 591 Scholar of the College Project

By arrangement
The Department

En 599 Undergraduate Reading & Research (F, S; 3, 3)

By arrangement
The Department

ELECTIVE COURSES OPEN TO BOTH GRADUATES AND UNDERGRADUATES**En 600 History of the English Language (S; 3)**

A survey of the changes through history of the English language, and of the people who spoke it, at various crucial points in history (internal and external history), with an attempt to understand how changes in a language reflect important changes in the culture and society of the speakers of that language (notice current masculine-feminine confusions in the pronoun). A systematic method of looking at and describing a sample of language—past, present, or future—will evolve. An interest in language, words, and history on the student's part would be helpful.
Raymond Biggar

En 601 Arthurian Legend (S; 3)

An examination of the story of Arthur as found in the early remains (Nennius, *The Annals of Wales*), Welsh tales (*Mabinogion*), the chronicles (Geoffrey, Wace, Layamon), the romances (Chretien de Troyes, Wolfram von Eschenbach, Sir Thomas Malory).
Charles Regan

En 602–603 19th Century Seminar (F, S; 3, 3)

A joint seminar, emphasizing 1) the development of autobiography and 2) its context in the decades of nineteenth-century English literature. The seminar is an experiment supported by the Mellon Foundation Fund.
E. Dennis Taylor
Andrew Von Hendy

En 604 18th and 19th Century Fiction: Trekking the "Big" Novel (F; 3)

A study of six major multi-volume or multi-art novels, each of which tried consciously to "encompass" its whole age and to provide a psychology, a sociology, and a political or moral critique for its times. We will study ideas connected with the "Age of Reason," the "Romantic" and "Victorian" Ages, as well as trace a history of fiction as we read Fielding's *Tom Jones*, Richardson's *Clarissa*, Maturin's *Melmoth the Wanderer*, Dickens's *Bleak House*, Eliot's *Middlemarch* and Trollope's *The Way We Live Now*.
Judith Wilt

En 670 Yeats (F; 3)

An intensive study of the poetry of William Butler Yeats. Yeats's drama and prose will be considered. Attention will be paid to the significant details of Yeats' life as they affected his art and to his relationship with both the Irish Literary Renaissance and the English Romantic Tradition.
Adele M. Dalsimer

En 671 Post-War British Drama (S; 3)

A study of major British dramatists since World War II: *The Angry Young Men*, *The Kitchen Sink School*, Beckett and Pinter.
Kristin Morrison

Professor Josephine von Henneberg, Doctor in Letters, University of Rome

Associate Professor Pamela Berger, A.B., A.M., Cornell University; Ph.D., New York University

Associate Professor John Michalczyk, S.J., A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Associate Professor John Steczynski, B.F.A., Notre Dame University; M.F.A., Yale University

Assistant Professor Kenneth M. Craig, A.B., A.M., Ohio State University; Ph.D., Bryn Mawr College

Assistant Professor Jeffery W. Howe, A.B., Carleton College; Ph.D., Northwestern University

Assistant Professor Ann R. Milstein, B.A., Wellesley College; M.A., Ph.D., Harvard University

Assistant Professor Michael W. Mulhern, B.F.A., University of Dayton; M.F.A., Columbia University

Instructor Toni Dove, B.E.A., Rhode Island School of Design

Visiting Artist Andrew Tavarelli, B.A., Queens College

Program Description

The Department offers two majors, one in Art History and another in Studio Art. A wide range of courses in film making, film history, film critique and photography is also provided by the Department.

Art History

The major in Art History offers the interested student an opportunity to develop a knowledge and understanding of the visual environment created by man in the course of time. The departmental courses provide both a broad foundation in the humanities and the preparation for further work that can lead to professional careers in art: teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critic or employment in the art business world such as commercial galleries and auction houses. A student majoring in Art History plans an integrated program in consultation with the departmental advisor. Students are encouraged to take as many courses as possible in history, literature, philosophy, foreign languages, and other fields related to their specialization. For the Art History major a minimum of 11 courses must be completed in the following way:

1. Fa 101–102 Introduction to Art History (2 courses), Fa 103–104 Art History Workshop (2 courses) to be completed by the end of the Sophomore year.
2. Seven additional courses of which four must have Fa numbers above the 300 level and three must have Fa numbers above the 200 level.
At least one course must be chosen from each of the following periods:
 - a. Ancient Art
 - b. Medieval Art
 - c. Renaissance through Eighteenth Century Art
 - d. Nineteenth and Twentieth Century Art
3. Fa 401 Seminar in Art Historical Research (3 credits) is required and must be taken during the Junior or Senior year. This course may be counted as one of the seven courses listed in paragraph #2 above.

Double Majors in the Department must fulfill all requirements for both majors.

Studio Art

The major is designed both for the student artist and the student interested in art. The departmental courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and art related fields such as teaching, conservation, art therapy, publishing or exhibition design.

Studio Art Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. The

Fine Arts**Faculty**

Professor Marianne W. Martin, Chairwoman of Department
A.B., Hunter College; A.M., Ph.D., Bryn Mawr College

program is to be worked out in consultation with the departmental advisor.

1. Fs 101, 102, 103 Foundations of Studio Art (9 credits)
Drawing, Painting, Sculpture
To be completed by the end of the Sophomore year.
2. Fa 101-102 Introduction to Art History (6 credits)
Fa 103 or Fa 104 Art History Workshop (3 credits)
3. Six additional courses with Fs numbers. These must include at least two 300 level courses and the senior project (Fs 498). Students must have taken at least 4 semesters of work relating to their senior project prior to the Senior year.

During their Sophomore year students intending to major in studio are asked to present a portfolio and to discuss their choice with the Department.

Course Offerings

Art History

Fa 101-102 Introduction to Art History (F, S; 3, 3)

This course provides a basis for intelligent understanding and enjoyment of the arts. The major monuments of western art from ancient times to the twentieth century are discussed and considered in relation to the larger historical and cultural framework in which they were created. The class meets twice weekly for lectures and once in small discussion sections. Class assignments include the study of significant works of art in Greater Boston. The concurrent Art History Workshop (Fa 103-104) offers practical experience with an insight into some of the chief technical and aesthetic questions facing the artist both in the more distant and recent periods. This studio course, which meets once a week, is highly recommended for students taking Fa 101-102. (Departmental majors, please consult requirements.)

Fa 103-104 Art History Workshop (F, S; 3, 3)

See course description above.

Fa 108 Great Art Capitals of Europe (S, 3)

For art historians, art lovers, urbanists and travelers. The course deals with the cities that led the Western world in artistic accomplishments, among them Athens, Rome, Paris, and London. In these cities art styles were born and often reached their finest expression. Emphasis will be placed on the art that is collected in the museums and monuments of each city as well as on the city itself as a work of art. The growth of each city will be traced and the historic styles that shaped it defined.

Pamela Berger
Jeffery Howe

Not open to students who have taken Fa 101 and Fa 102

Fa 151 Modern Art (F, S; 3)

An introduction to art in the western world from the late eighteenth century to the present. The work of some of the major painters and sculptors will be seen in relation to the contemporary cultural and political ferment which helped to shape it whilst being shaped by it in turn. Emphasis placed on French, English and German painters and sculptors. Among those included are: David, Ingres, Constable, Monet, Van Gogh, Gauguin, Matisse, Picasso, Kandinsky, Mondrian, Duchamp, and Dali.

Jeffery Howe

Fa 181 History of the European Film (F; 3)

From a close study of various European films one detects certain patterns which are in retrospect designated as movements. Utilizing a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema. Lectures, readings, and discussion will reinforce the multiple viewings of films.

John J. Michalczyk, S.J.

Fa 182 The Documentary Film (S; 3)

A film is not created in a vacuum, but represents the historical, social, economic and political milieu from which it emanates. The documentary works of the masters—Flaherty, Resnais, Ivens, Capra and Riefenstahl—will serve as an indisputable witness to these complex zones in our contemporary culture.

Offered 1982-83

John J. Michalczyk, S.J.

Fa 211-212 (Cl 212-213) Art of the Ancient Mediterranean World (F, S; 3, 3)

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

The Fall Term will emphasize Greek Art to the beginning of the Roman Empire.

The Spring Term will be devoted to Roman Art in its broadest sense, beginning with Etruscan and Greek Italy in the Roman Republic.

Cornelius Vermeule

Fa 221 Art of the Early Medieval World (F; 3)

This course treats the Early Medieval period in the East and West. The catacombs, the sarcophagi, the illuminated manuscripts, the mosaics and wall paintings will be studied with a view to giving the students a method of approaching individual works of art, a method that should provide them with a language for analyzing and interpreting the art work of various ages.

Pamela Berger

Fa 222 Art of the Later Medieval World (S; 3)

This course treats the arts of the Late Byzantine, Romanesque and Gothic periods: architecture, sculpture, mosaics, wall paintings, illuminated manuscripts and stained glass windows. Special attention will be devoted to the Byzantine and Romanesque castles with a view to acquainting students with the materials uncovered at the Boston College archaeological dig at the Castle of the Forty Columns in Cyprus. (See Hs 212 Introduction to Archaeology.)

Pamela Berger

Fa 225 Irish Art (F; 3)

After a brief view of Irish megalithic art and Celtic art of La Téné Age in Europe, this course will turn to a study of the synthesis of Celtic motifs and aesthetic into the new Medieval style forged in Ireland.

Pamela Berger

Fa 227 (En 170) (Hs 216) Irish Literature, History and Art (S; 3)

A one-semester course which culminates in a three-week summer study tour of Ireland. The specific focus shifts from year to year. The course and trip are taught jointly by members of the English, History and Fine Arts Departments, and is cross-registered.

The Department

Fa 231 The Arts of the Italian Renaissance (F; 3)

The painting, sculpture, architecture of the Renaissance in Italy will be studied from the early fifteenth century in Florence to the sixteenth century in Rome. The lives and works of the principal artists will be discussed as well as their relationships to the patronage of the Medici, the Popes and the princely Courts in Northern Italy.

Fa 232 Renaissance Art in Northern Europe (F; 3)

Painting and sculpture in France, the Low Countries and Germany from the late fourteenth through the early sixteenth centuries. Emphasis on the roots of fifteenth century art in the International Style, on masters of painting such as Campin, the Van Eycks, Rogier van der Weyden, Hugo van der Goes, Hieronymus Bosch, Grünewald, Dürer, as well as on the sculpture of Tilmann Riemenschneider and Veit Stoss.

Kenneth Craig

Fa 241 The Age of Baroque (F; 3)

The seventeenth century is one of the great epochs in the history of art. The style of this period, the Baroque, swept all of Europe. Yet it is hardly a uniform phenomenon since it can range from the brilliantly intellectual to the touchingly emotional. What links this wonderful variety is the desire to produce a new naturalism in the visual arts. This is the thread that connects artists as diverse as Caravaggio, Bernini, Rubens, Poussin, Rembrandt, and the Carracci—the Titans of the age. Their work is the principal focus of this course.

Kenneth Craig

Fa 251 Modern Architecture (S; 3)

The evolution of modern architectural form from the late eighteenth century revival styles to individual architects of the twentieth century such as F. L. Wright, Gropius, Mies van der Rohe, Le Corbusier.

Jeffery Howe

Fa 256 Impressionism and Neo-Impressionism (S; 3)

The course emphasizes the origins and development of Impressionism in France, with special attention paid to the art of Rousseau,

Daubigny, Millet, Courbet, Manet, Degas, Monet, Renoir and Pissarro. Parallel developments in England and Germany will also be considered before examining the changes in principle and form that were introduced by the Neo-Impressionists, Seurat and his friends and followers. The course will conclude with an assessment of the historical significance of Impressionism as a force acting on subsequent artistic endeavors.

Fa 263-264 The Arts in America from Colonial Times to the New York School (F, S; 3, 3)

The fall semester examines painting, sculpture, architecture as well as furniture and other minor arts created from Colonial times to the Civil War.

During the spring semester the subsequent development of the American arts and the intensification of the European impact is discussed. Resources of the Greater Boston area are explored in field trips.

Fa 267 From Salt-Box To Skyscraper: Architecture in America 17th-20th Centuries (F; 3)

This course will trace the development of architecture in America from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston Area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture.

Jeffery Howe

Fa 272 African Art (S; 3)

The traditional arts of sub-Saharan Africa are charged with an emotional intensity and clarity of form that the art of few other cultures can match. This survey will present African sculpture as the visible expression of a complex transcendental world of African philosophy and religion. Architecture and textiles will also be discussed in the context of "tribal" life.

Offered 1982-83

Kenneth Craig

Fa 273 The Arts of China (F; 3)

From the bronzes of the Shang, Chou and Han Dynasties; through the great tradition of landscape painting in Sung, Yuan, and Ming; to art in 20th century China.

Fa 274 Gods and Goddesses of India (S; 3)

From the artifacts of the Indus Valley Civilization; through the rise of Buddhism and the culmination of Buddhist sculpture in the Gupta Period; to Hindu works of the medieval period. (Includes related Buddhist material in China and Japan).

Fa 282 The Political Fiction Film (S; 3)

On one hand film has been designed to entertain. On the other, it has been created to propagandize especially by a government in crisis or an individual with a cause. The political fiction genre, internationally launched with Costa-Gavras' *Z*, combines both objectives. It is an attempt to blend cleverly a sophisticated ideology with attractive entertainment. Films from America (*All the President's Men*), France (*Z*), and Italy (*Battle of Algiers*) will be screened to illustrate this thesis.

John J. Michalczyk, S.J.

Fa 284 The Eastern European Film (F; 3)

In the films emanating from Eastern Europe prior to and following World War II, several thematic patterns can be detected—a preoccupation with war and Resistance, the absurdity of daily life, political manipulation, progressive dehumanization, and collective heroism. Polanski, Wajda and Lenica from Poland, Kadar, Forman and Menzel from Czechoslovakia. Szabo and Jancso from Hungary, and Eisenstein and Pudovkin from the Soviet Union—all represent various thrusts to the European cinema industry. The films of these directors, often couched in surrealist, historical, and animated allegories, are studied carefully for technique and content and situated in their historical context through parallel readings.

Offered 1982-83

John J. Michalczyk, S.J.

Fa 286 History of Photography as a Fine Art (S; 3)

A study of photography from the 1830's to the present day in France, England, and the United States. Style and subject matter are emphasized rather than technical processes. The course will consider the work of individual photographers such as Nadar, Talbot, Stieglitz, as well as the reciprocal relationship between photography and modern art.

Stephen Rose

Fa 288 (RI 362) A Pléiade of French Literary Film Directors (F; 3)

Seven French novelists evolved from the written word to the celluloid image each in a unique manner. Cocteau, Malraux, Robbe-Grillet, Duras, Giono, Pagnol and Guitry made contributions to both media. This course analyzes the technique, content, and characterization in both the cinematic and literary work of art, as in the case of Cocteau's *Orpheus* or Malraux's *Man's Fate*.

Offered 1982-83

John J. Michalczyk, S.J.

Fa 290 History of the City (F; 3)

An examination of various city types, plans, functions, and symbolic meanings from medieval to modern times. Topics include the growth of London, the expansion of Paris and Vienna, colonial capitals such as New Delhi and capitals in developing areas including Brasilia and Chandigarh.

Fa 291 Masters of the Print (F; 3)

The history of prints and printmaking as seen in the works of the world's greatest practitioners of the graphic arts. This course will chronicle the development of the print from its beginnings to the modern masters with special emphasis on the graphic production of artists such as Mantegna, Dürer, Rembrandt, Goya, and Picasso. Topics will also include methods and techniques of printmaking, iconography, and the function of prints as a conduit of artistic influence.

Kenneth Craig

Jeffery Howe

Fa 311 (CI 311) Greek Sculpture and Painting (F; 3)

The art of the ancient Greeks is the visible testimony of one of the great ages of man. Drawing on mythological tradition for its subjects and exhibiting an ever changing and evolving style, Greek art embodies the highest artistic ideals of the Western world. This course will present major aspects of Greek art from the Archaic to the Hellenistic periods with special emphasis on art in Athens in the age of Pericles.

Offered 1982-83

Kenneth Craig

Fa 312 (CI 312) Art of the Roman Empire (S; 3)

The art of the Roman world will be studied from Julius Caesar to Diocletian, 40 BC to 300 AD. The rise of the Empire on which modern western civilization is based will be explored from its foundations in ancient Italy, through the later Greek world to the end of paganism and the precursors of the Middle Ages. Painting, sculpture, and architecture are considered against historical events in the Mediterranean world with special reference to works of art in Boston museums.

Offered 1982-83

Cornelius Vermeule

Fa 314 (CI 314) The Art and Archaeology of Ancient Egypt (S; 3)

A study of the sculpture, architecture and painting of ancient Egypt from predynastic times to the Ptolemaic period. This history of Egyptian art will include careful attention to the broader archaeological context of the material with frequent reference to the historical connections between Egypt, Mesopotamia and the Aegean.

Kenneth Craig

Fa 332 The Age of Leonardo, Michelangelo and Raphael (S; 3)

The "High Renaissance" lasted only a short while, but it produced artists of such unqualified excellence that the age became known through history as one of the high points of western civilization. The lives and works of these men will be examined in detail, with the socio-historical conditions that made their development possible.

Fa 333 Venetian Painting (F; 3)

Giorgione, Titian, Tintoretto, and Tiepolo are some of the most celebrated members of an unbroken painterly tradition that extends from the mid-fifteenth to the early nineteenth century and beyond. The course focuses on the achievements of these masters.

Fa 334 Italian Renaissance and Baroque Sculpture: Donatello to Bernini (S; 3)

A survey of major developments in Italian sculpture from the dawn of the Renaissance through the age of Baroque with special emphasis on the work of Donatello, Ghiberti, Michelangelo and Bernini. The works will be studied from the standpoint of style, iconography, and what they reveal about the personalities of the sculptors themselves.

Fa 341 Dürer and His Contemporaries (S; 3)

Sixteenth century art in Germany and the Netherlands. The rich and sometimes puzzling imagery of the period will be studied against a background of complex artistic and historical influences in Northern Europe. The course will concentrate on leading masters of the era including Dürer, Cranach, Jerome Bosch, and Pieter Bruegel the Elder. Offered 1982–83

Kenneth Craig

Fa 342 Age of Rembrandt (S; 3)

The golden age of Baroque painting in Holland will be studied against the historical background of changing patterns in religious thought, political alliances and patronage throughout Europe. Focus will be on Hals, Rembrandt and Vermeer as well as on the development of genre and landscape.

Kenneth Craig

Fa 343 Art of the Eighteenth Century (F; 3)

The course examines selected topics such as the spread of Rococo art throughout Europe, the transformation of French classicism, the origins of the Sublime, as well as the development of English naturalism.

Fa 344 From Bernini to Wren: Architecture of the Baroque (S; 3)

Soaring domes, undulating facades, and magnificent vistas are just a few of the characteristics that make seventeenth-century architecture one of the most delightful and rewarding studies in the history of western art. Rome was the cradle of this distinctive architectural style as artists like Bernini and Borromini changed the face of that city. But the Baroque style in architecture spread rapidly and it became the symbol of the wealth and power of nations. This survey—from Bernini in Rome to Christopher Wren in post-conflagration London—will present the great architectural monuments of the age as well as the artistic personalities who were responsible for their creation.

Kenneth Craig

Fa 345 The Art of The Counter-Reformation (S; 3)

The impact of the Counter-Reformation on the visual arts in Italy and northern Europe. Focus on the ideas and events that changed the subjects and the styles of painting, sculpture and architecture from the mid-sixteenth century to the seventeenth century: John Calvin and Protestant iconoclasm; the canons and decrees of the Council of Trent; the foundation of the Jesuit order and its subsequent impact on patronage. Special attention to the work of the masters whose styles simmered in the crucible of change such as Rubens in Antwerp and Caravaggio and the Carracci in Italy.

Offered, 1982–83

Kenneth Craig

Fa 353 The Romantic Era (F; 3)

The course begins with a consideration of anti-Rococo developments in terms of Neoclassic reform and new moralizing tendencies. Special attention is given to Goya and to David and to the 'Romantic' aspects of Neoclassicism as seen in Canova and Ingres. The diverse phenomena of Romanticism are studied in the art of England, Germany, and France, with attempts to distinguish national characteristics in masters like Blake, Friedrich, and Delacroix. The development of 'Romantic' landscape painting from its eighteenth-century origins through such artists as Constable, Turner, and Corot is also stressed.

Jeffery Howe

Fa 355 From Gauguin to Dali: Late 19th and Early 20th Century Art (F; 3)

From an examination of the diverse reactions to Impressionism in the 1880's the course proceeds to a discussion of *art nouveau*, sculptural trends around 1900, to the rise of Expressionism in France and Germany. The creation of Cubism, Italian Futurism, the evolution of abstract art are traced, and, finally, the anti-rational currents from Dada to Surrealism are analyzed.

Fa 356 Art Since 1945 (S; 3)

A study of the history of painting and sculpture from 1945 to the present. Emphasis will be placed on the origins and development of Abstract Expressionism, Pop Art, and Color Field Painting. Some attention will also be paid to the persistence of the Surrealist tradition.

Fa 357 Modern Sculpture in Europe (F; 3)

The history of sculpture 1830–1980, with concentration on the period 1880–1940. Artists to be studied include: Rodin, Carpeaux, Rodin, Matisse, Brancusi, Duchamp, Lipchitz and Moore. The course will analyze and attempt to account for the radical shifts in form, content and technique during this era of discovery and innovation.

Jeffery Howe

Fa 358 Picasso, Stein and Company (S; 3)

Pablo Picasso and Gertrude Stein as foci of an examination of the arts in Paris, circa 1900 to 1920. Other important figures to be studied include the painters Matisse, Braque, Léger, Delaunay and Duchamp; the poet and critic Apollinaire; the composers Debussy, Satie and Stravinsky; and the impresario Diaghilev and the dancer Nijinsky of the Ballets Russes. Lectures and extensive discussion. Difficulty is one of the hallmarks of modern art generally. This course seeks to develop skills in the analysis, interpretation and evaluation of difficult works in the several arts, e.g., Picasso's *Demoiselles d'Avignon*, Stein's *Tender Buttons* and Stravinsky's *Le Sacre du Printemps*. Previous work in art history is recommended.

Offered 1982–83

Fa 381 The Propaganda Film: From the Aesthetic to the Manipulative (S; 3)

The film as a celluloid weapon created to move, incite or educate has been utilized socially and politically for more than half a century. This course will differentiate between aesthetic and propagandistic elements in the film by examining a cross-section of films on the international scene—*Potemkin*, *Triumph of the Will*, *Hearts and Minds*, *Why We Fight*, *The Spanish Earth*, etc.

John J. Michalczyk, S.J.

Fa 391 Museum Studies (F; 3)

An introductory survey of the history, theory and social functions of museums and aspects of museum works, such as acquisition, conservation, exhibition and cataloguing. Class time will be devoted largely to visits to local institutions for talks with their staffs and first-hand study of their operations. The major class project will be the organization and installation of an exhibition in the Boston College Gallery. Previous work in art history is recommended.

Fa 401 Seminar in Art Historical Research (F; 3)

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class.

Kenneth Craig

Fa 402 Connoisseurship and Art Criticism (S; 3)

A course dealing with practical and theoretical aspects of the critical evaluation of works of art. Various significant critical approaches and actual works of art will be examined.

Fa 403-404 Independent Work (F, S; 3, 3)

This course may be offered from time to time to allow students to study a particular topic which is not included in the courses that are offered.

Fa 408 On Quality in Art (S; 3)

The course explores attempts from Vasari to Gombrich at formalizing critical judgments of artistic works in order to investigate the possibility of objective judgment. Works of art will be discussed in conjunction with the writings of Winckelmann, Baudelaire, Burckhardt, Berenson, Roger Fry, Apollinaire, Breton, Panofsky, and others.

Offered 1982–83

Marianne W. Martin

Fa 428 Seminar in Manuscript Illumination from Late Antiquity through the Gothic Period (S; 3)

This seminar is designed to acquaint the student with the richly decorated manuscripts of the Middle Ages. Particular emphasis will be placed on the Irish and Hiberno-Saxon illuminative tradition. The student will be guided in the preparation of a small research paper dealing with some aspect of medieval manuscript illustration. A course in Medieval or Irish Art or Medieval History is strongly recommended.

Pamela Berger

Fa 452 Symbolism and Art Nouveau (S; 3)

An exploration of parallels between the visual arts and literature of late 19th century Europe. The course will involve study of some of the more intriguing artists of the period, such as Gustave Moreau, Gauguin, Redon, Fernand Khnopff, Edvard Munch and Gustav Klimt. Corresponding themes in Symbolist literature will be examined to enlarge the context of the inquiry. Readings will include works by Baudelaire, Mallarmé, Maeterlinck, J.-K. Huysmans and Oscar Wilde. As Symbolism was truly a multidisciplinary movement, the sculpture of Rodin and Art Nouveau architecture and decorative arts will also be analyzed.

Jeffery Howe

Fa 482 Film Criticism (F; 3)

James Agee, Andre Bazin, Pauline Kael, Judith Crist, Vincent Canby and Andrew Sarris—each of these critics brings to his or her critique a refined style and individualistic philosophy. Through the examination of a series of films, a careful reading of the above critics, and the use of different styles in written reviews, a more active critical attitude toward the screen experience is created.

John J. Michalczyk, S.J.

Note: A nominal fee is charged for film courses.

Studio Art (including Film and Photography)**Fs 001–002 Introduction to Studio Art (F, S; 3, 3)**

The course, geared to the Liberal Arts student, provides both an academic and contemporary approach to drawing and painting, with elementary and advanced theory of design, composition, and organization. It includes figure drawing from live model, formal structure, introductory anatomy, foreshortening, composition and chiaroscuro in charcoal, conte crayon, pastel and an introduction to color.

The second semester is devoted to the use of various media: oil painting, water color, pastel, conte crayon, and an introduction to modeling in clay. Assignments include review portfolios.

Paul S. Keaveney

Fs 003–004 Introduction to Ceramics (F, S; 3, 3)

An introductory course for students desiring a foundation knowledge in the possibilities of clay. This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level.

The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information.

Mark Cooper

Fs 101–102–103 Foundations of Studio Art (F, S; 3, 3)

An introductory course for Studio Majors and others pursuing art seriously. The course focuses on the attitudes and elements that lead to an individual vision and is divided into three parts: drawing during the first semester, painting and/or sculpture during the second semester. It is a prerequisite for most other studio courses. Each semester's work receives grade and credit as one course.

The Department

Fs 161 Photography for Art Students (F, S; 3)

This course in beginning photography is oriented toward those with an interest in contemporary art and self-expression. Topics to be covered include exposure and development of film, printing, and mounting for exhibition. Regular visits to galleries, museums and lectures will be expected of each student in addition to the assembly of a final portfolio.

Jim Stone

Charles Meyer

Fs 171 Basic Film-making (F, S; 3)

How an observation can be turned into a vision. Projects in silent film-making: angle, cut, light, take, shot breakdown, and dream. A class for beginners. Equipment is provided.

Ken Brown

Fs 173 Animation I (F, S; 3)

This course covers a variety of basic animation techniques. We emphasize "hands on" experience in bringing ideas and fantasies to life through animation. Work is done both individually and in small groups.

Ken Brown/Lisa Crafts

Fs 203–204 Drawing I: Structural Drawing (F, S; 3, 3)

Prerequisite: Fs 101 or permission of the instructor.

A course which uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy, and manual control through the rendering of objects. Students are expected to master proportion, perspective, foreshortening, modeling, and spatial rendering in a variety of media.

John Steczynski

Fs 213–214 Printmaking I (F, S; 3, 3)

Prerequisite: Fs 101–102 or permission of the instructor.

As an introduction to printmaking, this course centers around demonstrations and discussions of various etching and engraving methods (hard ground, soft ground, aquatint, liftground, engraving, and a mul-

tipple image). It includes discussions of both the historical significance and present use of these more traditional techniques in conjunction with contemporary methods of intaglio (color, cut plates, found objects, viscosity, mixed medium) and relief printing. The focus will be on the print as a vehicle in establishing a personal vision.

Michael Mulhern

Fs 221 Color (F; 3)

A course concerned primarily with sensitizing the student to understanding, seeing and using color with more subtlety and sophistication. The course has two components: a technical part dealing primarily with color mixture and color interaction; and an intuitive part, consisting of free color studies. Most work is done in gouache and collage.

Toni Dove

Fa 223–224 Painting I (F, S; 3, 3)

Prerequisite: Fs 101–102 or permission of the instructor.

The course focuses on the acquisition of basic painting skills and on the attitudes, awareness, and satisfactions that accompany this experience. Students will explore still life, figure painting, landscape and abstraction. Although class time is primarily spent painting, there are frequent discussions, critiques and slide presentations of paintings. It is suggested that students have some familiarity with and interest in painting or drawing before electing the course.

Andrew Tavarelli

Fs 225 Watercolor I (F; 3)

Prerequisite: Fs 101–102 or permission of the instructor.

An introduction to the various materials and techniques of watercolor.

Toni Dove

Fs 233 Elements of Architecture I (F, S; 3)

Prerequisite: Fs 101

An examination of the elements of architecture that distinguish it from other art forms as a physical definition of human activities and institutions. Through a series of short problems and a larger project due at the end of the semester, we examine both the various forces that shape these elements and their possible architectural solutions. Basic drawings—plan, section, elevation, paraline—and model building techniques used in describing these elements will also be investigated.

Jeremiah Eck

Fs 241–242 Handbuilding–Clay Sculpture (F, S; 3, 3)

Prerequisite: Fs 101, 103 or permission of the instructor.

Stress is placed on the basic fundamentals of ceramics as a means for self-expression through sculptural or functional concerns. The course is conducted through informal talks, slide lectures, and demonstrations. These include orientation and exploration of the possibilities of clay and glaze, technical background, history and attitudes towards ceramic objects. Students are required to spend an appropriate time outside of class on specific projects.

Mark Cooper

Fs 251–252 Sculpture I (F, S; 3, 3)

Prerequisite: Fs 101, 103 or permission of the instructor.

This course will focus on the basic elements of realizing an extended form in space. Discussions, critiques and slide presentations will center around this concept. Although traditional subject matter (the figure) and means (clay, plaster, wood, papier maché, etc.) will be the mainstay, other elements such as plastics, industrial materials, and constructivist techniques will be introduced. This will provide the student with a broad vocabulary for their personal vision.

Michael Mulhern

Fs 261 Intermediate Photography (F; 3)

Prerequisite: Ph 301 or permission of the instructor.

A course exploring the potential of the photographic image for personal expression. Lectures will include a brief history of photography as a creative art, and the class will visit gallery exhibits when appropriate.

James Stone

Fs 273 Intermediate Film-making (S; 3)

Prerequisite: Previous film-making experience and permission of the instructor.

What pictures and sounds do to each other. Projects in sound film-making: dubbing, mixing, interview, dialogue, and inner voice. Equipment is provided.

Charles Meyer

Fs 275 Animation II (S; 3)

Prerequisite: Animation I, or special permission of the instructors.

An extension of Animation I, using more advanced techniques and working towards several complete short films.

Ken Brown
Lisa Crafts

Fs 301–302 Drawing II: Figure Drawing (F, S; 3, 3)

Prerequisite: Fs 203–204 or permission of the instructor.

Studies from the model with emphasis on the utilization of line as an indicator of the musculature and forms of the body. Various problems of refinement and spatial consideration: i.e., model in relation to Cubist space, architectural space, etc., will be given special consideration.

Fs 307–308 Drawing III: Advanced Drawing (F, S; 3, 3)

Prerequisite: Fs 301–302 or permission of the instructor.

Problems from a broad range of stimuli and ideas. Pictorial images are developed from the internal needs of the drawing itself rather than from such external considerations as representation or illustration.

John Steczynski

Fs 313–314 Printmaking II (F, S; 3, 3)

Prerequisite: Fs 213–214

Development of expertise in various intaglio methods of printing, particularly color printing, cut plate techniques, collagraphs and multicolor (relief-intaglio) dimensional prints, etc.

While a number of problems will be introduced, students will be able to choose and explore the methods most congenial to their vision and goals.

Michael Mulhern

Fs 322 Watercolor II (S; 3)

Prerequisite: Fs 225 or permission of instructor.

This class will be a works on paper class for studio majors. Many contemporary artists consider work on paper (drawing, watercolor etc.) to be a medium for major work rather than merely as a sketch or preparatory medium. This class will concentrate on developing students' own work on paper in a variety of materials ranging from watercolor to mixed media.

Toni Dove

Fs 323–324 Painting II (F, S; 3, 3)

Prerequisite: Fs 223–224 or permission of the instructor

This course is designed for more advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. The format of the course is similar to Painting I but differs in the sophistication and complexity of the painting issues covered. Students are encouraged to begin to work toward more personal means of painting.

Andrew Tavarelli

Fs 334 Elements of Architecture II: The City as Context (S; 3)

Prerequisite: Fs 233; or permission of the instructor.

This Studio/Seminar is a continuation of Elements of Architecture I with emphasis placed on the issue of Community and Context. Various historical examples of cities will be analyzed, discussed and demonstrated visually. The student will be expected to report on at least one example as well as produce a final project which will display his or her understanding of the concept of city.

Jeremiah Eck

Fs 341–342 Ceramics II (F, S; 3, 3)

Prerequisite: Fs 241–242 or permission of the instructor.

An investigative approach to the use of clay and glaze with demonstrations; practice of all working processes in slab forming, modelling, throwing and firing techniques, surface treatment, glaze calculation; as well as frequent seminars and slide lectures dealing with esthetic concerns. The aim is to expand the scope of the ceramic experience and to develop the individual interest in the medium to its fullest capacity.

Mark Cooper

Fs 343–344 Ceramics: Wheelthrowing (F, S; 3, 3)

Prerequisite: Fs 241–242 or permission of the instructor.

Fundamentals of throwing on the potter's wheel. Emphasis is placed on the development of throwing skills and the "vessel as a metaphor". During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level. Emphasis is placed on design, surface, and concept. Seminars, lectures, slides, films, and field trips cover the possibilities of the ceramic medium.

Mark Cooper

Fs 351–352 Sculpture II (F, S; 3, 3)

Prerequisite: Fs 251–252 or permission of the instructor.

This course is designed for the more advanced student who is familiar

with the basic elements of sculpture. Although the format will be similar to Sculpture I, specific problems such as environments, serial sculpture, and minimal structures will be introduced to encourage the student to achieve a more individual expression.

Michael Mulhern

Fs 363 Advanced Photography (F, S; 3)

Prerequisite: Fs 261; 262 or permission of the instructor

This course is designed for those with a strong commitment to still photography as a creative discipline. Students should be prepared to work intensively in an area of their own choosing with the class acting as a forum for the critique of continuing work.

Charles Meyer

Fs 367 Experimental Photography (F; 3)

Prerequisite: Fs 262 or permission of instructor

This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the exploration of an individual direction for the student artist through non-standard application of photographic principles. Topics available for discussion include Sabattier effect, High contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside of class will be expected.

Jim Stone

Fs 385–386 Independent Work (F, S; 3, 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. The final portfolio for the course is evaluated by a group of at least three faculty members.

Fs 485–486 Independent Work (F, S; 3, 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. The final portfolio for the course is evaluated by a group of at least three faculty members.

Fs 498 Senior Project (F; 3)

Required of all Studio Art majors. Students must have taken at least 4 semesters of work relating to their project prior to the Senior year. Directed by a member of the Department and evaluated by departmental review.

The Department

Fs 499 Advanced Seminar in Studio Art (S; 3)

Prerequisite: For Studio or Art History majors only or permission of the instructor.

The content of the seminar will be determined by the ongoing studio or art historical and critical work of the participants. This course will serve as a forum for the discussion of students' work and ideas. Critiques, lectures, slide presentations, readings, gallery visits, etc., will be utilized in the exploration of contemporary work.

NOTE: A nominal laboratory fee is charged in most studio courses.

Geology and Geophysics

Faculty

Professor Edward M. Brooks, A.B., Harvard University; M.S., D.Sc., Massachusetts Institute of Technology

Professor James W. Skehan, S.J., Director, Weston Observatory
A.B., A.M., Boston College; Ph.D., Harvard University

Associate Professor Emanuel G. Bombolakis, B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

Associate Professor Benno M. Brenninkmeyer, S.J., A.B., Boston College; Ph.D., University of Southern California

Associate Professor George D. Brown, Jr., B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

Associate Professor J. Christopher Hepburn, Chairman of the Department

A.B., Colgate University; A.M., Ph.D., Harvard University

Associate Professor David C. Roy, B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

Assistant Professor John F. Devane, S.J., A.B., A.M., Boston College; M.S., Fordham University

Assistant Professor John E. Ebel, A.B., Harvard University; Ph.D., California Institute of Technology

Assistant Professor Rudolph Hon, M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Program Description

Major in Geology or Geophysics

An undergraduate in the Department of Geology and Geophysics may develop a program with an emphasis in Geology, Geophysics or a combination of Geology and Geophysics, or may formulate a more general course of study in Earth Science. Within the broadly defined constraints discussed below, programs are individually designed to meet the interests and professional objectives of each student. It is recognized that students may wish to major or have concentration in the earth sciences for a variety of reasons including:

- 1) a desire to work professionally in one of the earth sciences,
- 2) a desire to obtain an earth science foundation preparatory to post-graduate work in environmental studies, resource management, environmental law, or other similar fields where such a background would be useful,
- 3) a desire to teach earth science in secondary schools, or
- 4) a general interest in the earth sciences.

Broadly speaking, earth scientists seek by investigation to understand the complicated dynamics and materials that characterize the earth. For some, the emphasis is on the composition, structure and history of the earth; for others, investigations are aimed at understanding geologic processes and the modifications of materials they produce. In all the earth sciences, the tools and principles of mathematics, physics, chemistry, and bio-sciences together with those unique to the fields of geology and geophysics are focused on the studies of the earth. For those planning careers in the earth sciences, therefore, supplemental work in a variety of sciences is required.

Any major in Geology and/or Geophysics may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made no earlier than the beginning of the junior year and no later than the beginning of the senior year. Each applicant must have a faculty advisor to supervise the proposed research project. Honors will be awarded upon: a) successful completion of a thesis based upon the proposed research project as evaluated by the faculty advisor; b) approval by the Undergraduate Program Committee of the thesis and the candidate's academic record.

Students in the Department are urged to fulfill at least one of the elective courses with a project-oriented research course during their senior year.

Students may propose substitutes for particular course requirements by petitioning, in writing, the Department Undergraduate Policy Committee.

Geology Major

Students majoring in Geology will take the following courses: Introduction to Geology and Geophysics I and II, Mineralogy, Optical Mineralogy, Introduction to Petrology and Petrography, Structural Geology II, Stratigraphy and Sedimentation, an approved field experience (e.g., summer field camp, Ge 225, etc.), and the necessary number of electives to bring the total number of courses in the Department to ten. Also required are a minimum of two semesters of Calculus, two semesters of Physics using Calculus, (Ph 209–210 or Ph 211–212) and two semesters of Chemistry with laboratory (Ch 109–110, or Ch 117–118). The Department strongly advises at least four semesters of Calculus for anyone planning a professional career in geology. Elective courses both within and outside the Department will be determined by the student and his or her advisor.

Geophysics Major

Students majoring in Geophysics will fulfill the following course requirements: Introduction to Geology and Geophysics I and II, Min-

eralogy, Structural Geology I and II, four semesters of Geophysics and the necessary number of electives to bring the total number of courses in the Department to ten. Also required are two semesters of Chemistry with laboratory (Ch 109–110 or Ch 117–118), six semesters of Calculus, and four semesters of Physics, to include at least two semesters of Physics from among the following: Ph 327, Ph 401, Ph 402, Ph 425, Ph 515 in addition to two semesters of Introduction to Physics with Calculus (Ph 209–210 or Ph 211–212). The student will plan an elective program in consultation with his or her advisor leading to an understanding of either Solid-Earth Geophysics (Seismology, Gravity, Geomagnetism, Exploration Geophysics) or Fluid Geophysics. Courses in computer science are highly recommended in the elective program.

Geology-Geophysics Major

Students may major in the combined area of Geology-Geophysics by fulfilling the requirements for each of the separate programs. This major may be desirable for those seeking the advantages of both programs; students are cautioned, however, that this combined program is clearly more intensive than the separate majors.

Weston Observatory

Director: James W. Skehan, S.J., Professor of Geology

Weston Observatory, formerly Weston College Seismic Station (1928–1949), is now part of the Department of Geology and Geophysics of Boston College. The Observatory, located 10 miles from Chestnut Hill, is an interdisciplinary research facility of the Department for graduate education in the geosciences, and a center for research in the fields of energy and environmental sciences. Research by faculty, research associates, and students is directed primarily to seismology, geomagnetism and ancient movements of the Earth's plates. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph network and also operates a forty-station regional seismic network which records data on earthquakes in the region as well as distant earthquakes. The Observatory is also the headquarters of the New England Seismotectonic Study, a cooperative effort to determine the distribution and causes of New England seismicity. A geomagnetic research facility established at the Observatory in 1958, is instrumented for absolute magnetic observations, the continuous recording of variations in the components of the earth's magnetic field, and a magnetic field cancelling coil system for experiments requiring reduction of the ambient magnetic field. Regional geologic and plate tectonic modeling studies are chiefly concerned with the origin and evolution of the Northern Appalachian Mountains of the United States and Maritime Canada and their relation to similar rock sequences in Ireland, the British Isles, western Europe and Africa. These studies include research on the coal-bearing strata of Pennsylvanian age (280–310 million years) in the Narragansett Basin in southeastern Massachusetts and Rhode Island and related deposits in Pennsylvania and Europe.

The Catherine B. O'Connor Library at Weston Observatory houses some 17,000 volumes on the geosciences, reference works, and extensive map and chart holdings.

Core Program

Core Program: The CORE course offerings in the Department reflect the view that the planet Earth is the only one we shall ever live upon. This uniqueness requires that we consider the implications of our actions in our environment, whether they be the discharge of pollution, the use of petroleum and other natural resources, or the places in which we choose to live. The physical, chemical and biological factors of our environment home are a complex that affect all of us, some in direct and serious fashion; others in indirect and minor ways. However we view the earth we live upon, we are directly tied to it. The courses that we include for offering as CORE courses include a variety of subjects, approaches, and viewpoints. The variability provides maximum freedom of choice at both introductory and advanced levels, although all presume no prior knowledge of the science. Though you will not become scientists by enrolling in these courses, perhaps you will learn to view our home planet in a different and hopefully, more responsible fashion.

The following courses are intended for fulfillment of the science core requirement and have no prerequisites unless specified. Others may be substituted upon petition and consideration.

An asterisk after a course title indicates that a course carries a laboratory fee.

Course Offerings

Core Courses

Ge 115 Planet Earth I* (F; 3)

An introduction to the operating concepts and processes of our only home and its environment, planet Earth. Simulated field trips will be used in an Audio-Tutorial format to enable the student to experience the physical aspects of geology, and guide much of his or her own development in the subject. One two-hour A–T session and two one-hour lectures per week. The Department

Ge 125 Planet Earth II* (S; 3)

A sequel to Ge 115, this course will explore the physical development of planet Earth, especially North America and the United States, and the biological evolution of the creatures that inhabit its surface. The Audio-Tutorial format will be used to examine representative or specific areas. One two-hour A–T session and two one-hour lectures per week. The Department

Ge 132 Introduction to Geology and Geophysics I (F; 3)

An introduction to the important geological and geophysical processes operating on and within the earth. Intended for geology and geophysics majors, majors in other sciences, and other students wishing a more advanced course than is given in Ge 115–125. Fulfills core science requirement. Laboratory (Ge 133) is required for geology and geophysics majors. The Department

Ge 134 Introduction to Geology and Geophysics II (S; 3)

A continuation of Ge 132 with an emphasis on the use of the rock record in interpreting the history of the earth and the evolution of life forms. May be taken without Ge 132 with permission of instructor. Fulfills core science requirement. Laboratory (Ge 135) is required for geology and geophysics majors. The Department

Ge 133–135 Introduction to Geology and Geophysics Laboratory* (F, S; 1, 1)

Laboratory required for geology and geophysics majors and open to other interested students enrolled in Ge 132–134.

One two hour laboratory per week and field trips.

Ge 143 Geologic Hazards, Landslides, and Earthquakes (F; 3)

The origin of common types of earth material and several landform features will be reviewed during the first few weeks. The purpose of this review is to prepare the way for the analysis of ancient, modern, and future geologic disasters. The analysis will deal with the type of catastrophe that eliminated the entire city of Helice, Greece, in 373 B.C.; recent disasters such as the Vaient dam disaster and the Alaskan earthquake; and the prediction of earthquakes in California and the eastern United States.

Two 75-minute lectures per week

E. G. Bombolakis

Ge 145 Geophysical Predictions (S; 3)

An overview of current prediction capabilities for geophysical events of the solid earth (earthquakes, volcanoes, landslides), the atmosphere (storms, tornadoes) and the hydrosphere (floods). Emphasis is placed on societal values of prediction as well as on accomplishments and still unsolved problems.

Two 75-minute lectures per week

J. F. Devane, S.J.

Ge 150 Introduction to Astronomy* (S; 4)

The solar system, the universe, bodies in space, and their origins and relationship are the focus of this course. The Audio-Tutorial format is used to allow for individualized study of selected topics. Two lectures and one two-hour A–T session or telescope viewing per week. Edward M. Brooks

Ge 160–162 The World of Oceans and Coastal Environments* (F, S; 4, 4)

A discovery of the environments of the world's oceans and coast

lines. Topics examined include a history of the growth of ocean basins, a description of the landforms and sediments found on the ocean bottom, the characteristics of ocean water, the movement of the water by waves, tides and currents, and the animals and plants that live in the deep and shallow waters. The second part is a study of the evolution, ecology and processes of beaches, coral reefs, estuaries, and deltas-areas where the ocean meets land. Man's effect upon and benefits from each of these environments is stressed.

Two one-hour lectures per week. One one-hour laboratory and one demonstration, film and/or discussion each week. Two field trips. Second semester can be taken without first semester.

Benno M. Brenninkmeyer, S.J.

Ge 165 Geology and the Environment (F; 3)

Natural processes on and near the earth's surface and our interaction with them will be explored. The effects of our utilization of the earth's natural resources, especially petroleum, and our disposal of wastes on natural systems will also be examined. David C. Roy

Ge 170 Introduction to Meteorology (F; 4)

Description and examination of the properties and characteristics of the Earth's atmosphere. Meteorological instruments, analysis of relationships involving temperature, moisture, wind systems and fronts, and weather modifications.

Three lectures and one discussion per week. Edward M. Brooks

Ge 176 Extraterrestrial Geology (S; 3)

Man is in the process of exploring the Solar System. The spectacular results and photographs of recent manned and unmanned space programs, including the Apollo (moon), Viking (Mars), Pioneer and Voyager (Mercury, Venus, Jupiter, Saturn) will be reviewed to help develop models for the "geologic" evolution of these bodies and a current picture for the origin of the Solar System. The question of life on other planets, particularly Venus and Mars will be discussed as will the impact of space exploration programs on our understanding of the earth's history.

Three hours of lecture per week

J. Christopher Hepburn

Ge 180–182 Introduction to Earth Science* (F, S; 3, 3)

This course will cover the various disciplines that traditionally are considered as the Earth Sciences, namely, Geology, Oceanography, Meteorology, and Astronomy. The format will include an Audio-Tutorial session each week to present principal aspects of each of the above fields. The course will emphasize the interrelations of these various disciplines and how they influence our existence on earth.

Two lectures and one two-hour Audio-Tutorial session per week.

James W. Ring, S.J.

Ge 190 Origins of Man (F; 3)

An introduction to the study of man as a biological creature. Organic in concept, this course will consider evolution, genetics, and the paleontologic record in establishing man's place in the realm of living things. Of particular concern are the primates, from Mesozoic ancestors to the present forms and Homo sapiens. George D. Brown, Jr.

Ge 197 The Dynamic Earth (S; 3)

The focus of this course is the dynamism of the earth as reflected in the "drifting" of continents, the opening of ocean basins, the devastation caused by earthquakes, the eruption of volcanoes, and the formation of mountain ranges. The evidence for the movements of continents and the opening of ocean basins will be examined with the non-science student in mind. The origin of earthquakes and recent advances in their prediction and possible control will be discussed.

David C. Roy

Ge 315 Introduction to Pollution (S; 3)

The emphasis of this course will be on air, noise, and water pollution. One of the purposes of the course is to supply information on the environmental impacts of different energy technologies. The hope is that future choices of energy will take into account not only industrial feasibility and economy, but also minimization of danger to all forms of life as well.

One evening lecture per week.

Edward M. Brooks

Ge 360 World Climate and Life (F; 3)

This course is offered to students concerned with the environment.

Climate, which controls much of our national environment, is examined and discussed. The effects of climate on vegetation, agriculture, water resources, transportation, communication, housing, health, and air pollution will be considered. Three lectures per week.
Edward M. Brooks

Major Courses

The following courses are designed for majors in the Department or in sciences in general. Some courses have prerequisites, others do not. All however, may be taken by students who seek elective credit.

Ge 200 Mineralogy* (F; 4)

Introduction to crystallography, structure and crystal chemistry of selected important minerals and the rock-forming silicates. Three lectures and one laboratory per week.
Rudolph Hon

Ge 210 Optical Mineralogy* (S; 4)

Prerequisite: Ge 200 or permission of instructor
Principles of optical crystallography and their application in the identification of minerals, especially silicates, with the polarizing microscope. Three lectures and one laboratory per week.
J. Christopher Hepburn
Rudolph Hon

Ge 225 Field Geology (F; 4)

Prerequisite: Ge 132 and 134 or equivalent
Skill in the systematic study of bedrock exposures is the primary objective of this course. Field problems are designed to give the students a variety of experiences in field identification and investigation of rocks and rock bodies, bedrock mapping, and air photo interpretation. All Saturdays during the first half of the term will be spent in solving field problems. Offered bi-annually.
To be given Fall, 1981
David C. Roy

Ge 264 Stratigraphy and Sedimentation* (S; 4)

Prerequisite: Ge 132 and 134 or equivalent
The sedimentary rock strata of the earth's crust will be studied in a systematic manner to develop principles and processes of origin and deposition. Lithostratigraphic and biostratigraphic concepts will be considered along with time, time-rock, and rock classifications to permit correlation of rock units. Selected examples from the past will be examined for these and for paleoecological and paleoenvironmental interpretations.
George D. Brown, Jr.

Ge 285 Structural Geology I:* Field Aspects (F; 4)

Prerequisite: Ge 132 and 134 or equivalent
This course will consider the geometrical aspects of primary structures, folds, foliations, lineations, joints, faults, and analysis of outcrops in areas of simple and complex structure. Three full-day and one weekend field problem will be accomplished and the results reported by each student. One hour recitation section per week will be devoted to problem sets.
Three classes, and one hour recitation per week and field trips.
J.W. Skehan, S.J.

Ge 292 Reading and Research in Geology (F, S; 3, 3)

A study of some problem or area of knowledge in geology.
The Department

Ge 293 Reading and Research in Geophysics (F, S; 3, 3)

A study of some problem or area of knowledge in geophysics.
The Department

Ge 296 Reading and Research in Oceanography (F, S; 3, 3)

The Department

Ge 297 Reading and Research in Meteorology (F, S; 3, 3)

The Department

Ge 302 Geochemistry (F; 3)

Prerequisites: College Chemistry, Mineralogy, or equivalent.
An introduction to fundamentals of geochemical processes and how they influence distribution of elements in the natural environment. The subjects which will be discussed will include nucleosynthesis, isotope geology, water chemistry and chemical changes during formation of sedimentary, metamorphic and igneous rocks.
Will be offered alternate years. Not offered 1981.
Rudolph Hon

Ge 310 Introduction to Petrology-Petrography* (F; 4)

Prerequisite: Ge 210 or equivalent
An introduction to the phase relations of the major rock-forming minerals and to the classification, origin, and genesis of the igneous and metamorphic rocks. In the laboratory the student will learn the identification and classification of the igneous, metamorphic, and, to a lesser extent, the sedimentary rocks in hand specimen and thin-section. Three lectures and one three-hour laboratory per week. Field trips.
J. Christopher Hepburn
David C. Roy

Ge 330 Principles of Paleontology* (S; 4)

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment. Two lectures and one laboratory per week.
George D. Brown, Jr.

Ge 340 Seminar in Regional Geology (S; 2 or 4 credits)

Prerequisite: Consent of the instructor
A seminar which studies the regional geology of a specific area of North America or elsewhere. One evening meeting per week. Up to 16 students will be selected from the class to participate in a two-four week field trip to the study area. Four credits are awarded to students who complete both seminar and field trip. Oral and written reports are required.
The Department

Ge 350 Regional Geology of North America (S; 3)

Prerequisites: Ge 132-134, or equivalent
A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. Two lectures per week. Readings, oral and written reports.
George D. Brown, Jr.

Ge 385 Structural Geology II* (S; 4)

Prerequisites: Structural Geology I or equivalent; Mt 101, Ph 209, or equivalents.
Quantitative and tectonic aspects of fracture, folding, faulting, and igneous intrusion will be treated. The analyses will be made utilizing geologic and geophysical constraints deduced from well-documented field examples, such as the U.S.G.S. Rangely Oil Field fault study and the Heart Mountain decollement. To achieve these objectives, analyses first will be made of stress, strain, and of the elastic, brittle, ductile, and creep behavior of rock.
Two 75-minute lectures and one discussion-problem session lab per week.
E.G. Bombolakis

Ge 391 Introduction to Geophysics (F; 3)

Prerequisites: Ge 132, 134; Mt 200-201; Ph 211-212
An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include: seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.
John F. Devane, S.J.

Ge 400 Geology/Geophysics Honors (F, S; 3, 3) or (F, S; 4, 4)

Independent research undertaken by a student who qualifies, under the direction of an advisor.
The Department

Ge 450-451 Exploration Geophysics I and II (F, S; 3, 3)

Prerequisites: Ge 132, Mt 200-201, Ph 211-212
A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoengineering work. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, and electrical methods and their theory, instrumentation, data reduction, and interpretation.
The Department

Ge 460 Modern Sedimentary Environments (F; 3)

Prerequisites: Ge 132, 134, 200
The course consists of examining the basis for interpreting sedimentary deposits in terms of processes, environments of deposition, succession of strata and sedimentary tectonics. The depositional environments to be studied will include deserts, rivers, lakes, glaciers, coasts (deltas, beaches), and marine (coral reefs, continental shelf and pelagic deposits).
Benno M. Brenninkmeyer, S.J.

Ge 470 Ancient Sedimentary Environments (S; 3)

Prerequisites: Ge 132, 134

Ancient sedimentary deposits will be examined to reconstruct depositional environments using physical, chemical, and paleontological evidences preserved in the rocks. Handspecimen, outcrop, stratigraphic sequence, and other criteria will be used to determine lateral and vertical facies, environmental relationships, sedimentary processes, and tectonics. Though intended primarily to reconstruct the stratigraphic record, the analyses will serve as a basis for the determination of regional geologic settings and to assist in the exploration and exploitation of natural resources. George D. Brown, Jr.

Ge 485 Instrumental Techniques in Geology (F; 3)

This course is designed to introduce students to the theory, principles of operation and instrumentation of all common instrumental techniques presently used in geological research. These will include x-ray diffraction, x-ray fluorescence, atomic absorption, absorptiometry, electron microscope techniques, neutron activation, emission spectroscopy and mass spectroscopy. There will be laboratory exercises making use of x-ray diffraction, atomic absorption and neutron activation instrumentation.

Will be offered alternate years.

Rudolph Hon

Ge 500 Potential Field Theory (F; 3)

Prerequisites: Mt 300–301; Ph 211–212

This course will study the vector integral theorems of Gauss, Stokes and Green. In addition, potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions will be considered. Two lectures per week.

John F. Devane, S.J.

Ge 505 Micropaleontology* (F; 4)

Prerequisite: Ge 330

An introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms. Two lectures and one laboratory per week. George D. Brown, Jr.

Ge 520 Sedimentary Petrology* (S; 4)

Prerequisites: Ge 132, 134, 310

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary analyses to understand sedimentary provenance and depositional environments will be explored in both the lectures and laboratories. Laboratory (Ge 521) is required. David C. Roy

Ge 521 Sedimentary Petrology Laboratory (S; 0)

Ge 525 Theory of Mineral Equilibria (F; 3)

Prerequisites: Integral and differential Calculus, Inorganic Chemistry; some knowledge of Thermodynamics is desirable.

The course consists of 2 interrelated parts. The first part will examine basic principles of thermodynamics; 1st, 2nd, and 3rd law of thermodynamics; theory of solution and equilibria in the chemical system using geological examples. During the second part the same principles will be used in understanding metamorphic reactions and silicate melt-crystal equilibria with special emphasis on geothermometry and geobarometry.

Two 75-minute lectures per week.

Rudolph Hon

Ge 526 Igneous Petrology (S; 3)

Prerequisites: Ge 310 or equivalent

The origin and evolution of igneous rocks in the light of experimental and petrographic evidence. Introduction to the principles of phase equilibria.

Three lectures per week.

Rudolph Hon

Ge 528 Metamorphic Petrology (S; 3)

Prerequisites: Ge 310 or equivalent, Ge 525 recommended

The nature and origin of rocks that formed by metamorphism from pre-existing rocks. Topics will include the interpretation of mineral assemblages and their phase relations, the pressure-temperature regimes of metamorphism, and the relationships of metamorphism to igneous activity and plate tectonics. J. Christopher Hepburn

Ge 530 Marine Geology (S; 3)

Prerequisites: Ge 132 or 134 or equivalent

Recent geological, geophysical and geochemical information on the

ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data.

Benno M. Brenninkmeyer, S.J.

Ge 539 Coastal Geology (F; 3)

Prerequisites: Ge 132, 134, Mt 200–201, Phy 211–212 and Ge 450 or equivalent

Processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines; sea level changes; beach, paludal, deltaic, evaporite and carbonate environments. Special attention is given to shallow water hydrodynamics.

Benno M. Brenninkmeyer, S.J.

Ge 542 Engineering Geology I (F; 3)

Prerequisites: Ph 209 and Structural Geology I or equivalents

Emphasis will be given to analysis of problems frequently encountered in the engineering geology of sediments. The problems will include basic processes affecting the mechanical behavior of sediments, time-dependent ground settlement, slope stability, and landslides.

Two 75-minute lectures per week.

E. G. Bombolakis

Ge 546 Engineering Geology II (S; 3)

The engineering geology of rock and related topics will be considered.

Two 75-minute lectures per week.

Offered alternate years.

E. G. Bombolakis

Ge 547 Advanced Structural Geology (F; 3)

Prerequisite: Structural Geology I and Ph 209, or equivalent

The emphasis will be on basic problems of structural geology. These problems will be analyzed with reference to regions that are the current focus of concentrated research efforts; e.g., California and several other key areas of the Cordillera. The basic problems include faulting mechanisms along the San Andreas system, earthquake prediction, and the development of thrust sheets, detachment faults, and drape folds.

Two 75-minute lectures per week. Offered alternate years beginning 1982. E. G. Bombolakis

Ge 550 Geostatistics (S; 3)

Prerequisites: Ge 115, 125 or equivalents

Computer Programming Recommended Practical approach to statistical and probabilistic procedures for the acquisition, analysis and interpretation of geologic and ecologic data. Introduction to mathematical models of gaussian and non-normal populations.

Benno M. Brenninkmeyer, S.J.

Ge 560 Physical Oceanography (S; 3)

Prerequisites: Mt 200–201; Ph 211–212

A survey of physical oceanography. The basic laws of fluid mechanics are treated as a background for studies of oceanic processes. The problems of ocean currents are considered, with particular emphasis on the Gulf Stream. Three lectures per week. Edward M. Brooks

Ge 565 Meteorology (S; 3)

Prerequisites: Mt 200–201; Ph 211–212

The application of physical laws of thermal radiation, statistics, and dynamics of the atmosphere. Analysis and forecasting of weather in terms of general circulation on a hemispheric scale. Three lectures per week. Edward M. Brooks

Ge 572 Geophysical Data Processing (S; 3)

Prerequisite: Ge 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of gravity and aeromagnetic data. John F. Devane, S.J.

Ge 610 Physical Sedimentation* (F; 4)

Prerequisites: Ge 132, Mt 100–101; Ph 211

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations. Three lectures per week. Laboratory Ge 611 required. David C. Roy

Ge 611 Physical Sedimentation Laboratory (F; 0)**Ge 640 Rock Mechanics (S; 3)**

Prerequisites: Structural Geology II or Engineering Geology
The principles of rock deformation will be emphasized, within recent studies of rock mechanics problems incorporated in the analysis.

Two 75-minute lectures per week. Offered alternate years.

E. G. Bombolakis

Ge 650 Regional Stratigraphy of the Northern Appalachians (F; 3)

This course emphasizes the application of principles of paleontology, stratigraphy and sedimentation to this important mountain system consisting in part of unfossiliferous, metamorphic layered rocks correlated with those bearing fossils. A research project on a region within the Northern Appalachians is required of each student.

David C. Roy

Ge 655 Regional Tectonics of the Northern Appalachians (S; 3)

This course emphasizes the application of principles of structural geology, igneous and metamorphic petrology to this multi-deformed mountain system. A research project is required.

James W. Skehan, S.J.

Ge 660 Introduction to Seismology (F; 3)

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, mechanisms, and fault-plane solutions.

Two lectures per week.

John E. Ebel

Ge 661 Theoretical Seismology (S; 3)

Prerequisites: Ph 480 or equivalent

An advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy partitioning, inversion of body wave data and dislocation theory of earthquakes.

Two lectures per week.

John E. Ebel

Ge 662 Geomagnetism (F; 3)

Prerequisites: Ge 391, Ge 500

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics.

Two lectures per week.

John F. Devane, S.J.

Ge 663 Gravity Fields (F; 3)

Prerequisites: Ph 480 or equivalent

Derivation of theoretical gravity formulas, geoidal heights, anomalous gravity reductions, two- and three-dimensional modelling, and satellite geodesy.

Two lectures per week.

The Department

Ge 672 Physics of the Earth (S; 3)

A broad course covering the solar system, radioactive age dating, the earth's rotation, gravity, seismicity, thermal properties, geomagnetism and tectonics.

Two lectures per week

The Department

Special Lecturer Valda Melngailis, A.B., Boston University; Ph.D., Harvard University

Program Description

The major in Germanic Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and to provide the background for graduate study in the field.

Students majoring in Germanic Studies are required to complete a total of 12 courses within the following curriculum:

- 1) Composition and Conversation (2)
- 2) History of German Literature (2)
- 3) Four semester courses in German literature or culture (4)
- 4) Two semester courses in subjects related to German culture such as the following: Dürer and His Contemporaries (Fa 341), Adolf Hitler and the Third Reich (Hs 143), Rise of Modern Germany 1815–Present (Hs 441–442), Nietzsche—Prophet of Nihilism (Pl 421), Philosophy of Karl Jaspers (Pl 431), German Existentialism (Pl 458), Marx and Weber: The Origins of Society (Pl 509). Other courses of this nature can be taken subject to the approval of the department. (2)
- 5) Two electives either in German literature (in German or in English translation), or in a second foreign language. (2)

Subject to departmental approval, the Honors Program in German is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project which will lead to an Honors Thesis.

Course Offerings**Gm 001–002 German A (Elementary) (F, S; 3, 3)**

The fundamentals of German grammar and vocabulary. Practice in listening comprehension and speaking in everyday situations. Exercises in reading and in elementary German composition.

The Department

Gm 003–004 German R (Elementary Reading German) (F, S; 3, 3)

An introduction to German designed to develop reading and translating skills: recognition of grammatical patterns, passive vocabulary building, and German syntax. This is a course geared to students who wish to achieve a reading proficiency either in the Humanities or the Sciences.

The Department

Gm 005–006 German M (Elementary Business) (F, S; 3, 3)

This course is especially designed for SOM students who want to enrich their program by acquiring the basic skills of reading, writing (correspondence), speaking, and listening-comprehension in German in areas such as International Business, Marketing, Finance (incl. Banking), Operations Management, and other relevant fields.

No previous German is required.

Christoph Eykman

Gm 050–051 Intermediate German (F, S; 3, 3)

Prerequisite: Gm 001–002, or its equivalent

Further training in active use of the language, with emphasis on reading and conversation. Readings in 20th century German prose, fiction, and non-fiction. German culture and society. Grammar review. Discussion and composition.

The Department

Gm 175–176 Highlights of German Culture (F, S; 3, 3)

Prerequisite: Gm 050–051, or its equivalent

The cultural and artistic achievements of German-speaking Europe from the Middle Ages to the present. Their relation to the major trends and movements in German literature.

Valda Melngailis

Gm 199 Intensive Reading Course in German (F; 0)

The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own as well as related major fields. Note: No previous German is required for this course.

The Department

Germanic Studies**Faculty**

Professor Emeritus Heinz Bluhm, A.B., Northwestern College; A.M., Ph.D., University of Wisconsin

Associate Professor Christoph Eykman, Chairman of the Department Ph.D., Rhein, Friedr. Wilhelm Universität, Bonn

Assistant Professor Gert Bruhn, A.B., University of British Columbia; A.M., Ph.D., Princeton University

Assistant Professor W. Michael Resler, A.B., William and Mary College; A.M., Ph.D., Harvard University

Gm 201–202 German Composition and Conversation (F, S; 3, 3)

Prerequisite: Gm 050–051, or its equivalent

This course is designed to improve fluency in spoken German. Short compositions will be written periodically. Course work also includes review of selected difficult areas of grammar (with exercises), systematic vocabulary building, listening comprehension, reading and discussion of newspaper articles, plays, and other texts dealing with current aspects of life in modern Germany.

A required course for German majors.

Christoph Eykman

Gm 210–211 History of German Literature (F, S; 3, 3)

Prerequisite: Gm 050–051 (with an honor grade), or its equivalent.

An introduction to the study of German literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements.

A required course for German majors.

Offered 1982–83

Valda Melngailis

Gm 215 German Romanticism (S; 3)

A study of German literature of the Romantic Age as represented in the poetry, prose and philosophical writings of Novalis, Fr. Schlegel, Tieck, Brentano, E.T.A. Hoffmann, Eichendorff, and Kleist, with reference to other authors.

Not offered 1981–82

Valda Melngailis

Gm 217 German Literature: The Classical Period (F; 3)

A study of the development of German classicism and idealism in the latter half of the eighteenth century. The philosophical, literary, and social ideas of Lessing, Herder, Goethe, and Schiller. Discussion of the major works of poetry, prose and drama, as well as critical writings. Readings include Lessing's *Nathan der Weise*, and *Minna von Barnhelm*; Goethe's *Torquato Tasso* and *Iphigenie*; Schiller's *Don Carlos* and *Maria Stuart*; also selected poetry and prose by these authors.

Not offered 1981–82

Gert Bruhn

Gm 219 German Lyric Poetry through Goethe (S; 3)

Beginning with the courtly love songs of the late twelfth and early thirteenth centuries, the course will trace the development of the German lyric through Goethe. While all significant movements during this 650-year span will be discussed, special emphasis will be placed upon the masterworks, with particular attention to the lyrics of Walter von der Vogelweide, Oswald von Wolkenstein, Klopstock, Goethe and Schiller. The earlier texts will be read in modern German translation, although in selected instances the original medieval German text will also be studied. Lectures will be in German, discussion in German and English.

Not offered 1981–82

Michael Resler

Gm 222 The German Novelle from Kleist to Kafka (S; 3)

A study of the evolution of the Novelle as an important genre in modern German literature. Discussion of early models such as Boccaccio and Cervantes; theories of the Novelle from Goethe to Paul Heyse; literary, cultural and political influences on the development of the genre from the early 19th to the first half of the 20th century. Readings include stories by Kleist, Tieck, Stifter, Meyer, Storm, Hauptmann, Thomas Mann, and Kafka.

Gert Bruhn

Gm 225 German Literature: The Nineteenth Century (F; 3)

The evolution of modern German Literature from Classicism and Romanticism to Realism and Naturalism. The impact of philosophical, social and political ideas, both German and foreign. The conflict between the "romantic" and the "realistic", the spiritual and the political. Reading and discussion of selected plays, novels and poetry by such authors as Kleist, Heine, Büchner, Hebbel, Storm, Meyer, Fontane, and Hauptmann.

Conducted in German.

Not offered 1981–82

Gert Bruhn

Gm 232 Nietzsche's Thus Spake Zarathustra (S; 3)

A close reading and detailed interpretation of Friedrich Nietzsche's most popular work which transfigures philosophy into literature. Lectures will present the philosophical context in which this unique text stands and without which it cannot be fully understood.

Throughout the course, the question of the relevance of Nietzsche's thought for our times will be discussed.

Conducted in English

Not offered 1981–82

Christoph Eykman

Gm 235 Modern German Drama

A critical evaluation of the drama of the 20th century from the period of Naturalism with Hauptmann, Expressionism with Georg Kaiser up to and including the epic theatre of Bertolt Brecht and Max Frisch.

Not offered 1981–82

Gm 237 20th Century German Poetry (F; 3)

Analysis of the poetry of Stefan George, R. M. Rilke, the Expressionists and contemporary authors. Trends in modern German poetry will be seen in the light of artistic and thematic currents in 19th and 20th century European poetry.

Conducted in German.

Not offered in 1981–82

Christoph Eykman

Gm 242 Germany, East and West: The Contemporary Scene (S; 3)

A multi-dimensional look at post-war Germany, East and West. Politics, social structure, music, art, literature, philosophy, the crisis and reform of the West German university system, the young generation, Americanization, and other topics.

Conducted in German.

Not offered 1981–82

Christoph Eykman

Gm 248 Heinrich Böll and the Post-War German Novel (F; 3)

An in-depth analysis of the major works of Germany's leading contemporary novelist and Nobel laureate. As a member of the generation that experienced the trauma of Hitler and the Second World War, Böll is chiefly concerned with the social, moral and psychological consequences of the war and its aftermath. His stories reflect the struggle of his generation to come to grips with the disorientation, guilt and hypocrisy engendered by the events of that agonizing period. Readings include both novels and short-stories, such as *The Clown*, *Absent without Leave*, *Adam and the Train*, and *Group Portrait with Lady*.

Conducted in English

Gert Bruhn

Gm 271 Thomas Mann (F; 3)

A study of Mann's craft of fiction and his contribution to the modern German novel. Topics to be discussed: art, politics, and the daemonic; romanticism and realism; decadence and progress; Germany as a theme in Mann's novels and essays; the influence of Goethe, Wagner, and Nietzsche. Readings include: Tonio Kröger, *Der Tod in Venedig*, *Der Zauberberg*, and *Doktor Faustus*.

Not offered 1981–82

Gert Bruhn

Gm 280 (En 288) Goethe's Faust I (F; 3)

An interpretation of the First Part of Goethe's Faust, one of the masterpieces of world literature. The Faust theme in European literature before and after Goethe. The intellectual background of German Storm and Stress and Classicism: Herder, Kant, Nietzsche, Mozart, Beethoven, Schubert. Faust seen in the larger context of Goethe's general view of life.

Conducted in English

Heinz Bluhm

Gm 281 (En 289) Goethe's Faust II (S; 3)

An interpretation of the Second Part of Goethe's Faust, one of the masterpieces of world literature. The Faust theme in European literature before and after Goethe. The intellectual background of German Classicism and Romanticism: Kant, Hegel, Nietzsche, Beethoven, Schumann. Faust seen in the larger context of Goethe's general view of life.

Conducted in English

Heinz Bluhm

Gm 299 Reading and Research

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairperson.

By arrangement

The Department

History

Faculty

Professor Andrew Buni, A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

Professor William M. Daly, A.B., A.M., Boston College; Ph.D., Brown University

Professor John L. Heineman, A.B., University of Notre Dame; Ph.D., Cornell University

Professor Janet W. James, A.B., Smith; A.M., Bryn Mawr; Ph.D., Harvard

Professor Raymond T. McNally, A.B., Fordham University; Ph.D., Free University of Berlin

Professor Samuel J. Miller, B.S., A.M., Ohio State University; Ph.D., Brown University

Professor Thomas H. O'Connor, A.B., A.M., Boston College; Ph.D., Boston University

Professor Silas H. L. Wu, A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Associate Professor Paul Breines, A.B., A.M., Ph.D., University of Wisconsin

Associate Professor Joseph T. Criscenti, A.B., University of Detroit; A.M., Ph.D., Harvard University

Associate Professor Radu R. Florescu, A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

Associate Professor Mark I. Gelfand, A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Associate Professor R. Alan Lawson, A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Associate Professor Roberta Manning, A.B., Rice College; A.M., Ph.D., Columbia University

Associate Professor Rev. Francis J. Murphy, A.B., Holy Cross; A.M., Ph.D., Catholic University

Professor David A. Northrup, Assistant Chairman of the Department B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Associate Professor Thomas W. Perry, A.B., A.M., Ph.D., Harvard University

Associate Professor Alan Reinerman, B.S., A.M., Xavier University; Ph.D., Loyola University

Associate Professor Alan Rogers, Chairman of the Department A.B., M.A., Ph.D., University of California, Santa Barbara

Associate Professor John H. Rosser, A.B., University of Maryland; A.M., Ph.D., Rutgers University

Associate Professor Paul G. Spagnoli, A.B., College of the Holy Cross; A.M., Ph.D., Harvard University

Associate Professor L. Scott Van Doren, A.B., Oberlin College; A.M., Ph.D., Harvard University

Associate Professor Peter H. Weiler, A.B., Stanford University; A.M., Ph.D., Harvard University

Associate Professor John R. Willis, S.J., A.B., Amherst College; B.D., Hartford Seminary; Ph.D., Yale University

Assistant Professor Benjamin Braude, A.B., A.M., Ph.D., Harvard University

Assistant Professor Ellen G. Friedman, A.B., New York University; Ph.D., City University

Assistant Professor Joseph A. Glavin, S.J., A.B., A.M., Boston College; S.T.B., Weston College

Assistant Professor Thomas J. Grey, S.J., A.B., A.M., Boston College; A.M., Georgetown University; S.T.L., Weston College

Assistant Professor Shirley Jackson, A.B., Southern University; A.M., Purdue University; Ph.D., Bowling Green University

Assistant Professor Sandra R. Joshel, A.B., Skidmore College; A.M., Ph.D., Rutgers University

Assistant Professor Leonard P. Mahoney, S.J., A.B., A.M., Boston College; A.M., Ph.L., S.T.L., Weston College; Ph.D., Georgetown University

Assistant Professor Kevin O'Neill, A.B., Marquette University; A.M., Loyola University; Ph.D., Brown University

Assistant Professor Carol M. Petillo, A.B., Montclair State College; A.M., Ph.D., Rutgers University

Assistant Professor Roy A. Rosenzweig, B.A., Columbia University; Ph.D., Harvard University

Program Description

The Department of History offers the undergraduate student a variety of courses in Ancient, Medieval European, Early Modern and Modern European, Russian, East European, United States, Latin American, Asian, Middle East, and African History. Careful planning, with the advice of faculty members, can provide the student with a sequence of courses which will prepare him or her for the fields of law, government, and the foreign service, and for a career in various international organizations, in journalism, or in teaching at the elementary, secondary, or college levels.

A history major is required to take a two-semester sequence in European Civilization since the Renaissance (selection from any course Hs 001–002 through Hs 093–94), and a two-semester sequence in American Civilization (Hs 181–182). Students planning to concentrate in history are encouraged to take European Civilization in their freshman year, and American Civilization in their sophomore year. Once they have fulfilled these requirements they will have acquired the prerequisite for most elective courses in junior and senior years. Beginning students who have advanced placement or who have successfully passed the departmental qualifying examinations, offered annually in the fall, may substitute an upper-division course in European or American history for these required courses.

In addition to the prescribed courses listed above the history major will be required to complete 8 courses in upper division electives in history, including at least 2 courses in some field of history either before 1500 or Non-Western. Upper division courses are listed in two categories: intermediate (Hs 150 through Hs 299) and advanced (Hs 300 through 699).

In order to assure a well-balanced program, no more than 4 upper division courses may be earned in any single field. For this purpose the fields are identified as: Ancient, Medieval, Modern Europe, East European and Russian, United States, Latin America, and the Third World.

Within the general context described above, a history major may choose to pursue a specialized program in Irish Studies. The program offers a junior year in Irish Studies at University College, Cork, which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad office or see Professors Dalsimer and O'Neill of the English and History Departments.

In order to facilitate the introduction of research techniques the department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor, and then receive the permission of the departmental chairperson. No more than 2 courses completed in this fashion will count toward the history major degree.

Core

The University Core Requirement is a two-semester sequence in Modern European History (1500 to the present). All History courses numbered between Hs 001–002 and 093–094 fulfill this requirement. All of these courses have distinctive emphases, reflecting the interests and expertise of the instructors, and wherever possible they have been given specific titles which describe these emphases. Nevertheless, with the exception of Hs 083, Hs 084, Hs 091–92, and Hs 093–94 (which are described below), all courses cover the following topics.

Fall Term: The Renaissance, the Reformation, and the Counter-Reformation; exploration and overseas trade; the social structure of early modern Europe; the development of the bureaucratic state; international relations and warfare; the scientific revolution and the Enlightenment; the development of capitalism and the origins of the Industrial Revolution; the revolutions in seventeenth-century England and eighteenth-century France.

Spring Term: Napoleon; the Congress of Vienna; nineteenth-century conservative and liberal political theories; nationalism, the unification of Italy, and German unification; Marx and Darwin and their influences on modern thought; the development of modern industry; imperialism and colonialism; international relations, World War I, and the Russian Revolution; Fascism and the Depression; World War II; postwar Europe.

Course Offerings

Specific Core Courses Are:

Hs 001–002 Cul and Inst Hs of Mod Europe (F, S; 3, 3)
Perry/Heineman

Hs 005–006 Soc and Econ Development of Mod Europe (F, S; 3, 3)
Van Doren/O'Neill

Hs 009–010 Honors Survey European History (F, S; 3, 3)
Miller

Hs 011–012 Pol and Soc Hs Mod Europe (F, S; 3, 3)
Willis/McNally

Hs 015–016 Cul Hs Mod Europe (F, S; 3, 3)
Murphy/Murphy

Hs 019–020 Pol and Int Hs Mod Europe (F, S; 3, 3)
The Department

Hs 023–024 Soc and Cul Hs Mod Europe (F, S; 3, 3)
Dept/Breines

Hs 027–028 Pol and Cul Hs Mod Europe (F, S; 3, 3)
Department

Hs 045–046 European Soc and Pol Evolution (F, S; 3, 3)
Friedman/Manning

Hs 051–052 Formation of Modern Society (F, S; 3, 3)
Rogers/Spagnoli

Hs 059–060 The Rise of Europe: East and West since 1500 (F, S; 3, 3)
Rosser/Braude

Hs 067–068 Europe and Africa Since 1500 (F, S; 3)
Northrup/Northrup

Hs 081 Modern Europe, 1500–1789 (F; 3) The Department

Hs 082 Modern Europe, 1789–Present (S; 3) The Department

Hs 083 Europe from 1789 to the Present (F; 3)
This one semester course is equivalent to the second semester of Europe since 1500 and will be offered in the *fall* instead of the spring for those students who may already have fulfilled the first semester of the core requirement in history or who may have transferred into Boston College with previous history credits. The course will begin with the French Revolution of 1789 and then will cover the topics listed above for the spring term.
The Department

Hs 084 Europe from 1500 to 1789 (S; 3)
This one semester course is equivalent to the first semester of Europe since 1500 and will be offered in the spring instead of the *fall* for those students who, because of scheduling difficulties or transfer, may wish to begin the first half of the core requirement in January. Topics covered will be those listed above for the fall term.
The Department

Hs 091–092 Western Civilization (F, S; 3, 3)
This two-semester sequence presents a broader survey of Western Civilization for those students interested in a study of European history from the birth of Christianity to the present. The particular em-

phasis in these courses will be on the evolution of modern political thought, especially as manifested in the rise of the nation-states of Europe. Students who begin this sequence may not transfer into any other course for the second semester; similarly, students who have begun their core in one of the Europe since 1500 courses may not transfer into Western Civilization during the second semester.

Joseph Glavin, S.J.

Hs 093–094 Europe 800–1789 (F, S; 3, 3)

A selective survey and interpretative study of the first thousand years of European history. The first semester is mainly concerned with both the important changes and the basic and often abiding patterns of outlook and behavior that were developed with creative resourcefulness and vigor from Charlemagne's era to the end of the thirteenth century. Topics include feudal monarchy, the Common Law, Romanesque and Gothic art and architecture, nascent capitalism, the university, and parliaments. The first semester ends and the second begins with the disturbances, continuities and new starts of the late Middle Ages and early modern times, in particular the Renaissance and Reformation. Primary emphasis, thereafter, will be on the development of the modern nation state. With major emphasis on political history two topics will be focused upon: the foundations of Absolutism and its institutions, and Absolutism in the eighteenth century and how it differed from and resembled the seventeenth century variety. The semester ends with the French Revolution and the Napoleonic Imperium.

William Daly
Samuel Miller

Undergraduate Electives for Non-Majors

All courses above 100 require as a prerequisite the successful completion of the University Core (Hs 001–002 through Hs 098–099). Most of the following electives, though taught as year courses, may be taken for one semester only. Students should consult the department or the individual professor for advice.

Hs 105 The Conspiracy Theory and American History (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
An analysis of a number of famous incidents at critical periods of American History, which have been described by various historians as the results of deliberate plots or conscious conspiracies. Such incidents would include: Sam Adams and the Boston Tea Party; Aaron Burr and the Western Conspiracy; James K. Polk and the Mexican War; Abraham Lincoln and the attack on Fort Sumter; Theodore Roosevelt and the assault on Manila Bay; Franklin Delano Roosevelt and the Japanese attack on Pearl Harbor; the assassination of John F. Kennedy; and Lyndon B. Johnson and the Vietnam War.

Thomas O'Connor

Hs 108 Great American Courtroom Battles of the 20th Century (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
The American courtroom sometimes has been the forum in which important issues of morality and politics are thrashed out publicly. From the murder trial of Lizzie Borden in 1892, to the "Black Sox" Scandal, to the court-martial of Lt. William Calley, matters of historic significance have been articulated by lawyers and followed closely by an interested public. The cases selected for this course will be analyzed as examples of American values and problems during the time the trial occurred.

Alan Rogers

Hs 114 England from the First to the Second Elizabeth (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A broad survey of England from the 16th century to the present day, emphasizing political and constitutional history.

Thomas Perry

Hs 130 History of Boston (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A survey of Boston from the 1820's to the present as it has changed from a town to a city to a metropolitan center. A full range of topics will be covered (aided by guest lecturers) including the city's physical growth, political conflicts, social structure (immigrant and Brahmin), literary achievements, architectural splendor, economic growth, social turmoil, and contemporary problems. The course will emphasize the traditions and changes that have made Boston the influential and exciting place it is and how and why the diverse population has responded.

Andrew Buni
Roy Rosenzweig

50 / Arts and Sciences

HISTORY

Hs 136 Myth and Superstition (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will study the impact of the non-rational beliefs upon men and events of each period and examine their causes down to the present. Stress will be placed upon the lives and role of the more famous astrologists, oracles, chimorancers, sorcerers, and alchemists. The causes of manifestations such as witchcraft, vampirism and lycanthropy will be examined. A portion of this course will be devoted to folkloric beliefs and their historical relevance. The literary interpretations of such myths will also be included.

Radu R. Florescu

Hs 138 China Today (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An historical examination of contemporary China, including such topics as the reign of Chairman Mao, the cultural revolution and the trial of the Gang of Four.

Silas Wu

Electives for Non-Majors and Majors

Hs 143 Adolf Hitler and the Third Reich (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

In the light of recent scholarship, much new and important information is now available on Hitler's Germany. This course will attempt to survey that new literature and present a cohesive interpretation of the Nazi phenomenon. Special emphasis will be placed upon a reexamination of traditional theories, especially those relating to the outbreak of World War II. The focus will be upon domestic and foreign policies of the Third Reich.

John L. Heineman

Hs 145 Dracula to Stalin (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An historical study of the tactics of terror from the real Dracula through Ivan the Terrible to Joseph Stalin. Through concentration upon primary source materials an attempt will be made to analyze the use of terror as a means of legitimizing political power. Myth will be separated out from historical data.

Raymond T. McNally

Hs 153 History of China (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the major events that shaped the development of modern China.

Silas Wu

Hs 154 History of Japan (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the major events that shaped the development of modern Japan.

Silas Wu

Hs 165-166 Medieval European History (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Europe from its emergence as an identifiable society in post-Roman times to the beginning of the age of Humanism and world exploration. Political, economic, religious, and cultural developments will be studied as inter-related aspects of the increasingly dynamic society which, after overcoming its setbacks in late medieval times, was to galvanize world history.

William M. Daly

Hs 181-182 American Civilization (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. Based upon a sound foundation of the framework of American history this course will give students insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American Society.

The Department

Hs 207 (Th 152) Islamic Civilization in the Middle East (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

What have been the major achievements of this religious culture at the strategic cross-roads of Asia, Africa, and Europe? Topics to include: the relation of Islam to the religions of late antiquity, the Muslim religion as a way of life, the impact of Islam on the Middle East from the seventh century to the present.

Benjamin Braude

Hs 208 The Middle East in the Twentieth Century (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An historical survey of the region's conflicts and crises from the break-up of the Ottoman Empire to the Iran-Iraq War.

Benjamin Braude

Hs 212 Introduction to Archaeology (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course introduces the goals and techniques of archaeological investigation. Topics include systems theory and explanation, the archaeological uses of computers and quantitative methods, excavation techniques, chronometric dating, the history of archaeology as a scholarly discipline and the present international crisis of site destruction. Two sites will be studied in detail: the Green Hill site (about 8000 years old) in the Boston area and "The Castle of the Forty Columns" (Crusader, 12th century) in Paphos, Cyprus. (See Fa 222, Art of the Later Medieval World).

John Rosser

Pamela Berger

Hs 216 (En 170) (Fa 227) Irish Literature, History and Art (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A one-semester course which culminates in a three-week summer study tour of Ireland. The specific focus shifts from year to year. The course and trip are taught jointly by members of the English, History and Fine Arts Departments, and is cross-registered.

The Department

Hs 243 Marxism and History (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the work of Marx and Engels as an historical phenomenon and as an approach to history. A close reading of selected primary texts will stress the relations of Marxism with Hegel, positivism, Darwinism, and competing socialist currents, above all, anarchism. In general, Marxism will be seen as a provocative and problematic effort to bring Romantic and Enlightenment traditions of social theory into a unified conception of modernity, and the course will examine the potential uses and abuses of Marxian theory for present-day studies of history.

Paul Breines

Hs 245 Jacksonian America (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the development of new political ideologies, changing economic and social patterns during the 1830's and 1840's, with special emphasis upon New England and the northeast.

Thomas O'Connor

Hs 248 The American Civil War (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the crisis of the Union, from the close of the Mexican War to the end of the Civil War and the beginnings of Reconstruction. Special attention will be given to the varied causes which brought war about, and to the political and diplomatic considerations which influenced the course of the Civil War.

Thomas O'Connor

Hs 250 Women's Experience in America (S; 3)

Prerequisites: Any two semesters of Hs 001 through HS 098.

In the home and in the world outside the home: as daughter, wife, and mother; in religion and social reform; as wage earner and professional worker. Women's health, popular attitudes toward women, and feminist movements of the present and past will also be considered.

Janet W. James

Hs 251-252 Twentieth Century America (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An in-depth study of the major political, economic, and social developments which characterized the history of the United States from the opening of the twentieth century to the present time.

Thomas J. Grey, S.J.

Hs 253 The Law and American Society (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial

logic, but a study of how Americans have viewed the law and utilized it to achieve their vision of a good society. *Mark Gelfand*

Hs 257 Religion in America (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The background and basic beliefs of the major Protestant denominations, and the rise of the Catholic Church in the U.S.A., Judaism and Eastern Orthodoxy. Outside speakers are invited to discuss their specialities (e.g. Mormons, Christian Scientists, Adventists, Jehovah's Witnesses, Pentecostals). *John Willis, S.J.*

Hs 260 Business in American Life (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An examination of the interplay between business ideas and practices and American society and politics. This is not an economic history course, but a study of how the entrepreneurial spirit has helped shape the contours of modern America. Among the topics to be covered are the continuing tension between the profit motive and the sense of commonweal, the rise of corporate structure and corporate power, and the role of government. *Mark Gelfand*

Hs 269–270 European Christian Thought (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A two semester survey of the development of Christian Thought, with special emphasis on such major figures as Origen, Augustine, Aquinas, Occam, Luther, Calvin, Edwards, Schleiermacher, the Niebuhrs, C. S. Lewis. *John Willis, S.J.*

Hs 275 Great Men and Women in Romanian and Transylvanian History (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A course focusing on the lives of the great men and women who helped shape the course of events in the Carpathian-Danubian area from the time of the Dacian kingdom of Burebista to the current President of Socialist Romania, Nicolae Ceausescu. Each lecture will highlight the career of a personality and evaluate his or her impact upon the political, social and cultural events of the period and link these with an important historical theme. Among the most fascinating lives to be covered: Dracula, Steven the Great, Michael the Brave, the Bathory's, Alexander John Cuza and the last reigning Hohenzollerns: Carol II and King Michael. Each lecture will be accompanied by a slide presentation, film strips and an occasional historical film. Special emphasis will be placed on diplomatic history and on the role of Transylvania, as a link between East and West. *Radu Florescu*

Hs 291 The World We Left (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the important social, economic, religious, political and intellectual heritage which our ancestors possessed in Europe, and the nature of the immigration which brought them to America. The course will attempt a general evaluation of the European background of the great 19th century migrations, but will concentrate on four principal areas: Ireland, Germany, Italy, and Slavic Europe. *John L. Heineman*

Hs 297 Women in Russian History and Culture (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the history of women in Russia from the ancient warrior maidens to the present day, concentrating heavily on the revolutionary movement and the Soviet period. An attempt will be made to assess the impact of social-economic structures, folkloric traditions, political ideology, religion, family organization, peasant value-systems, and literary trends on the evolving position of women.

No prior knowledge of Russian history or culture is assumed.

Roberta T. Manning

Hs 299 Readings and Research: Independent Study

Prerequisites: Permission of Professor and Chairperson.

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the chairperson. Lists of faculty members available for such courses can be obtained from the department at the start of every semester. *The Department*

Advanced Electives

Hs 301 Modern China: The Ch'ing Dynasty (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

China's social, political, and economic institutions and Western impact during the Ch'ing period (1644–1911). *Silas Wu*

Hs 317 The African Past (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

For most of man's history Africa was a leading center (often the leading center) of social, cultural, economic, and political development. This course begins by using non-written and written evidence to document this ancient leadership, which culminated in the splendor of ancient Egypt and profoundly influenced the Greek and Roman worlds. Next, the maturing of African cultures, economies, and governments and the growing influence of Islam in the medieval centuries are examined. The course concludes with the consequences of direct European-African contact and the slave trade up to the late eighteenth century. *David Northrup*

Hs 318 Modern Black Africa (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Modern Africa south of the Sahara has been formed by the internal and external events of the past two centuries. Starting with the indigenous political and religious revolutions at the beginning of the nineteenth century and the growing European involvement in the suppression of the African slave trade, the course traces the interaction of these internal and external forces through the period of European conquest and colonial rule and into the cultural and political resurgence that produced contemporary independent Africa. *David Northrup*

Hs 337 The Late Roman Empire (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This is the first of a two-semester course on the Roman Empire from 284–1453.

The first semester covers the following topics: the reforms of Diocletian, the Germanic invasions, the expansion of Islam, the reign of Justinian and Theodora, the rise and function of the holy man, and the theological controversies of the 4th and 5th centuries. One central theme is explored, namely the transformation of the Roman Empire into a Christian state with its capital transferred from Rome to Constantinople. *John Rosser*

Hs 338 The Byzantine Empire (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The "Byzantine Empire" is how many modern scholars refer to the medieval Roman Empire from about 660 to the fall of Constantinople to the Ottoman Turks in 1453. This semester is a continuation of Hs 337 and deals with a Roman Empire shorn of its western provinces and Greek in its language. The central theme of the course is the growing separation of East and West, due in part to the issue of papal primacy and to the invasions of Slavs and Muslims. This set the stage for the tragic confrontation during the Crusades when in 1204 Latin knights conquered Constantinople, an event which so weakened the Roman Empire and so poisoned East-West relations as to make the subsequent Turkish expansion relatively easy. *John Rosser*

Hs 351–352 Medieval England (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

English society from the Anglo-Saxon migrations to the advent of the Tudors. Particular attention will be given to the emergence of the constitutional and legal practices and ideas which enabled England to produce an increasingly free system of institutions. Political, religious, economic, and artistic developments will be selectively studied both for their relevance to these institutions and for their significance as aspects of Europeanwide medieval culture. *William Daly*

Hs 356 France From the Black Death to the Revolution (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of French history from the 1340's to 1789 which will concentrate upon: the effects of the "Black Death" and the Hundred Years War; the "Renaissance Monarchy"; the impact of the Italian Wars; the French Renaissance and Reformation; the structures of society; the impact of the civil wars; Bourbon "absolutism"; foreign policy and domestic unrest under the Cardinal Ministers; government and society under Louis XIV; the French Enlightenment; the coming of the French Revolution. *L. Scott Van Doren*

Hs 368 Conflict and Confrontation in Modern Spain (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will deal with social and political developments in Spain from 1700 to present. It will examine various movements on the right

and left, including, but not limited to, liberalism, socialism, anarchism, Carlism, and falangism, as well as phenomena such as regionalism, anti-clericalism and working-class unrest. Particular emphasis will be placed on analysis of the way in which these movements led to confrontation, often of a violent nature, between the advocates and opponents of change.

Ellen Friedman

Hs 381 The Age of Renaissance I (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the transition of Europe out of the "Middle Ages" and into the "Early Modern" era with particular reference to fourteenth and fifteenth century Italy. Special emphasis will be given to: the development of towns and the shaping of an urban civilization; the failure of city republics and the emergence of tyrannies; developing capitalism and the creation of new power systems; the impact of the "Black Death"; changing patterns of family life; the classical revival and "Humanism"; educational reforms and the "Universal Man" ideal; the growing importance of science and technology; the "Renaissance" in fine arts; new concepts of space and time; "Renaissance" philosophies of Man and the Cosmos.

L. Scott Van Doren

Hs 382 The Age of Renaissance II (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of major developments of the late fifteenth and early sixteenth centuries in Italy, France, England, Spain, the Netherlands and Germany. Among topics receiving special attention will be: the impact of the Italian Wars; the "Renaissance" Papacy; religion and politics in Italian republics; "Renaissance" political theory and historical analysis; "Renaissance Monarchy" in Northern Europe; court life and patronage systems; the late "Renaissance" in fine arts; popular culture in "Renaissance" society; The European witch craze; popular piety, "Christian Humanism," and the coming of the Reformation; exploration and the expansion of a European world economy; the "Renaissance" and the creation of modern world.

L. Scott Van Doren

Hs 401 The Reformation (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Religious reform or Revolution in the 16th Century. Luther, Calvin and Trent.

Samuel Miller

Hs 407 Europe in the 17th Century (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of major political trends of the 17th century, with particular reference to Spain, Germany, the Netherlands, and France.

Samuel Miller

Hs 416 Ulster: The Rise and Fall of a Sectarian State (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will explore the historical development of sectarian division in Ulster from the 17th century through the present. Major emphasis will be placed on the divergent cultural developments of the two communities, and the resultant political confrontations of the 19th and 20th centuries. An attempt will be made to place the Ulster situation in a European perspective and to analyze the growth of terrorism in Ireland as a prototype for other forms of violent political action in Europe.

Kevin O'Neill

Hs 417 Politics and Literature in 18th and 19th Century Ireland (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will examine the relationship between literature and politics in 18th and 19th century Ireland. The major works of Irish literature of this period will be considered in light of their social and political origins, their subsequent effect upon political conceptualization and action, and their place in the development of the Irish Literary tradition.

Kevin O'Neill

Adele Dalsimer

Hs 419 The Politics of Irish Nationalism (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This one-semester survey will examine the events and the people which produced the creation of an independent Irish Republic and which laid the foundation for the present unrest in the northern part of Ireland.

Kevin O'Neill

Hs 421-422 Modern England (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Though beginning with a survey of the medieval background, the

course will deal primarily with the period from 1485 to the present. Emphasis on politics and constitutional history, but with attention also to social, and intellectual developments.

Not offered 1981-82

Thomas W. Perry

Hs 426 Twentieth Century Britain (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of Great Britain since 1900 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state.

Peter Weiler

Hs 427-428 England, 1660-1800 (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Political, social and cultural history of England from the Restoration to the end of the 18th century. About equal emphasis on narrative history and on English culture and civilization in this period, including literature, architecture, painting, theater and music. No previous courses in English history are required.

Thomas Perry

Hs 441-442 Rise of Modern Germany 1815-Present (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A two-semester survey of the political, cultural, economic, and intellectual factors which formed modern Germany. The first semester will concentrate on the developments from Napoleon's conquests to World War I, and will stress the search for unification. The second semester will begin with the Weimar Republic and continue through the Nazi Dictatorship.

Not offered 1981-82

John L. Heineman

Hs 447 History of Modern Italy 1870 to Present (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course studies the cultural, social, intellectual, and political developments which shaped the international state from the monarchy through Mussolini's Fascism to the modern republic.

Not offered 1981-82

Alan Reinerman

Hs 448 Eastern Europe in the 20th Century (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the political experience of the small nations of Eastern Europe (Rumania, Poland, Czechoslovakia, Hungary, Bulgaria and Greece) in the light of the conflict of interest among the Great Powers. The first part of the course will cover the creation of these nations and their progressive disintegration in the interwar years. The second will emphasize the formation and apparent disintegration of the Russian satellite system following World War II.

Not offered 1981-82

Radu Florescu

Hs 452 History of the Balkans since 1453 (S; 3)

Prerequisite: Any two semesters of Hs 001 through Hs 098.

A survey of the historical growth of the peoples and states of the Balkans from 1453 to modern times. Particular emphasis will be placed upon the evolution of national awareness and the conflicting claims of empire and conquest.

Radu R. Florescu

Hs 453 Russian History Up to the Revolution (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history.

Raymond T. McNally

Hs 454 The Soviet Union from the Revolution to the Present (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of Soviet history from the Revolution to the present day which will seek to integrate social, political and cultural developments. Special attention will be paid to the changing social basis of the revolutionary movement, factionalism and political conflicts within the Communist Party, the Third "Stalin" Revolution, the problems of industrialization and urbanization, the Great Purges, the Soviet Union's changing role in world affairs, the impact of foreign policy on domestic developments, the role of the media and prospects for the future.

To convey the rapidly changing character of Soviet society, the lectures will be illustrated with slides and a program of Soviet feature

films related to the topics under study will be shown on class time.
Roberto Monning

Hs 461 Europe between Reaction and Revolution, 1814–1871 (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Surveys the development of Europe during the age when the forces released by the French Revolution were transforming European society. Particular emphasis will be placed on: 1) the struggle between liberal and conservative forces and the resulting alternation between periods of reaction and revolution; 2) the efforts to establish a stable international order that would ensure peace; and 3) the intellectual, cultural, and religious transformation of European society.
Alan Reinerman

Hs 465–466 Modern European Diplomatic History (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
This two-semester course examines the international relations between the major European Powers from the establishment of the Concert of Europe in 1814 to the adoption of the diplomatic policy of detente in the Cold War. Special emphasis is given to the development of international law through treaties.
Leonard Mahoney, S.J.

Hs 469 Intellectual History of Modern Europe (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
This one-semester course examines the cultural crises and transformations in western Europe from the close of the 19th century to the present day. Three broad focal points will be pursued: 1) the social sources of cultural change—urbanization; new technologies; emergence of mass culture and mass movements; war and revolution; 2) the changing situations of intellectuals; and 3) the philosophical, aesthetic, and social theories that emerged from these experiences. Regarding the ideas themselves, emphasis will be placed on the range of assaults on 19th century currents and values—liberalism, rationalism, realism, individualism—and the range of efforts to constitute new values and orientations. Lectures will be balanced by intensive discussions. The assigned readings are demanding and rewarding.
Paul Breines

Hs 471–472 European Social and Economic History: 1750 to the Present (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
The fall term will trace the transformation of Western Europe from a rural, agrarian society dominated by the aristocracy, to an increasingly urban, industrial society dominated by the middle class. Topics covered will include: the Industrial Revolution in Britain and on the Continent; population growth and urbanization; the emergence of capitalism; and popular social unrest. The spring term will follow the social and economic evolution of Western Europe since the mid-nineteenth century. Topics covered will include: the Second Industrial Revolution and the rise of big business; the emergence of mature industrial societies, socialism, the labor movement and the rise of the working class; imperialism and the emergence of a world economy; the impact of war and depression; and the emergence of the welfare state. The social consequence of economic change will be stressed throughout.
Poul G. Spagnoli

Hs 491–92 Europe in the Twentieth Century (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
This survey course will examine the major political, economic, cultural and social developments of Europe in the 20th Century. The first semester will explore the impact of World War I, the rise of Bolshevism, the illusory reconstruction and agony of the inter-war years, the origins and impetus of totalitarian alternatives and the plunge into World War II. The second semester will begin with the destruction of World War II which swept down the foundations of old Europe, but created the conditions for a new, united Europe. However, by 1945, Europe became caught up in East-West divisions, as world leadership had passed to the U.S. and U.S.S.R. The countries of Europe then confronted the problems of redefining their relationships with their pasts, their former colonies and each other. The course will conclude with a study of the successes and failures of European integration.
John L. Heineman
Rev. Francis Murphy

Hs 502 American Revolution (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
An examination of the political, economic, and social conditions existing in the colonies prior to the revolution, and the British approach to the problems of the Empire. The course will also examine the economic and social effects of the war and of the forces which helped shape the American union.
Alon Rogers

Hs 505–506 Westward Movement (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
The conquest of the American land mass and the influence of geography on the development of American society.
Joseph T. Criscenti

Hs 518 Introduction to Public History (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098 and Hs 181–182.
A course of study based on internship experiences in public and private institutions in Greater Boston, such as the John F. Kennedy Library and the Massachusetts Association of Women Lawyers, to utilize historical skills and training in non-academic settings. The causes of the growth of non-academic or "Public" history in late twentieth century America will be explored, and the variety of Public History careers will be examined with the help of people who are presently non-academic historians.
Open to upper level undergraduates and graduate students with the approval of the instructors.
Alan Rogers

Hs 542 American Social and Cultural History (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Social change in America from colonial times to 1860 and from 1860 to the present. The course begins with the adaptation of Indian cultures to the invasion of European settlers. Major topics are: social forces in economic change, immigration and migration, the interaction of ethnic and religious groups, social mobility, movements for social reform, and changing patterns of family life.
Jonet W. James

Hs 545–546 American Ideas and Institutions (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.
R. Alon Lowson

Hs 551–552 History of American Foreign Policy 1776 to the Present (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
U.S. foreign policy has been the result of domestic influences as well as a response to international realities. In both semesters, this course will focus on the ways home grown interests helped to shape U.S. diplomacy as the nation moved from isolation and dependency in the eighteenth and nineteenth centuries to world power and dominance in the twentieth.
Carol Petillo

Hs 564 A History of Race Relations in America (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
An analysis of the historical background of current racial theory and race relations, including black-white relations in the South, in the urban North and in Latin America.
Shirley Jockson

Hs 565–566 Urbanization of America (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
An analysis of the processes of urban growth and development including the social, political and economic impact of urbanization on the people who lived in cities.
Roy Rosenzweig

Hs 591 Colonial Period in Latin America (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
The course will begin with an anthropological study of Indian cultures in the New World on the eve of discovery and the adjustment of the Indian to the white man, the white man to the Indian, and then shift to an examination of Spanish and Portuguese political, economic, and religious institutions transferred to the New World, their fate here, and their impact on the formation of a Latin American civilization. Some reading will be done in famous contemporary accounts, but the emphasis will be placed on relatively recent scholarly

monographs. A knowledge of Spanish or Portuguese is desirable, but not required.
Joseph T. Criscenti

Hs 592 Argentina, Brazil, and Chile (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The emergence of Argentina, Brazil, and Chile as great powers in South America. The lectures will stress political and economic developments, and will seek to develop in the student an appreciation for Latin American culture. Numerous illustrations will be based on contemporary developments in Latin America. Some attention will also be given to new and old interpretations, either Latin American or American. Social and intellectual history will be touched upon in the readings. A knowledge of Spanish or Portuguese is desirable, but not required.
Joseph T. Criscenti

Undergraduate seminars are normally restricted to juniors and seniors who have completed the appropriate course work. Each seminar will focus on a particular topic. Students will be required to write a research paper.

Enrollment in these seminars is limited and admission is by the permission of the instructor.

Hs 614 Russian Intellectual History (S; 3)

Raymond McNally

Hs 615 Problems in Soviet History (F; 3)

Roberta Manning

Hs 626 Latin American Women and the Family (S; 3)

Joseph Criscenti

Hs 627 Travelers and Spies in the Middle East: Lawrence of Arabia and his Colleagues (F; 3)

Benjamin Braude

Hs 635 Modern America: The Foreign and Domestic Perspectives (F; 3)

*Carol Petillo
Mark Gelfand*

Hs 638 The Old World and the New: European Discovery and Expansion (S; 3)

Ellen Friedman

Hs 672 Intellectual Exchanges Between Europe and the U.S. Since World War II (S; 3)

*Paul Breines
John Heineman
Alan Lawson*

Hs 691-692 Honors Project (F, S; 3, 3)

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member, to the Department Chairperson no later than May 1st. All proposals for honors projects must be approved by the departmental honors committee. The Department

Hs 694 Honors Thesis (S; 3)

Students who have the approval of the department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project (Hs 691-692).
The Department

Hs 695-696 Scholar of the College Project (F, S; 6, 3)

Proposals for possible designation as scholar's projects should be submitted to the Chairperson early in the spring. Details of dates and required materials are available either from the Chairperson's office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Chairperson and the departmental honors committee.
The Department

Hs 698 Scholar of the College Thesis (S; 3)

Students who are enrolled in an approved Scholar of the College Project (Hs 695-696) will carry this course as the credit vehicle for the final thesis submitted to the department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College.

The Department

Linguistics

The description of the major program in General Linguistics appears under the Department of Slavic and Eastern Languages.

Mathematics

Faculty

Professor Gerald G. Bilodeau, A.B., University of Maine; A.M., Ph.D., Harvard University

Professor Joseph A. Sullivan, A.B., Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University

Associate Professor Robert J. Bond, A.B., Boston College; Ph.D., Brown University

Associate Professor Rose Ring Carroll, A.B., Emmanuel College; A.M., Boston College; Ph.D., Brown University

Associate Professor Richard L. Faber, B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

Associate Professor Margaret J. Kenney, B.S., M.A. Boston College; Ph.D., Boston University

Associate Professor Charles Landraitis, A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Associate Professor Harvey R. Margolis, M.S., Ph.D., University of Chicago

Associate Professor John P. Shanahan, B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

Associate Professor John H. Smith, A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

Associate Professor Paul R. Thie, Chairman of the Department B.S., Canisius College; Ph.D., University of Notre Dame

Assistant Professor Paul T. Banks, A.B., A.M., Boston College

Assistant Professor Carlos A. Curley, A.B., Boston College; M.S., Ph.D., Northeastern University

Assistant Professor Richard A. Jenson, A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

Assistant Professor William J. Keane, A.B., Boston College; M.S., Ph.D., University of Notre Dame

Assistant Professor Gerard E. Keough, A.B., Boston College; Ph.D., Indiana University

Assistant Professor Joseph F. Krebs, A.B., A.M., Boston College

Assistant Professor Archille J. Laferriere, A.B., A.M., Boston College

Assistant Professor Robert J. LeBlanc, A.B., A.M., Boston College

Assistant Professor Jean-Michel Pomarede, Diploma of Eng., Ecole des Mines de Paris; M.Phil., Ph.D., Yale University

Assistant Professor Nancy E. Rallis, A.B., Vassar College; M.A., Ph.D., Indiana University

Assistant Professor Stephen J. Ricci, B.S., University of Notre Dame; A.M., Ph.D., University of Michigan

Program Description

The mathematics curriculum is designed to provide a solid foundation in the main areas of mathematics and in addition to provide some introduction to peripheral areas. Course work is offered in preparation for careers in mathematics as well as for graduate study in pure and applied mathematics, computer science, and quantitative business management.

The following mathematics courses (or their equivalent) are required: Mt 102-103, an introduction to calculus; Mt 060-061, an introduction to computer programming in BASIC; Mt 202-203, a

course in multivariable calculus; Mt 216–217, an introduction to linear algebra; and Mt 302–303, special topics in advanced calculus. Mt 102–103 and Mt 060–061 are taken in the freshman year, Mt 202–203 in the sophomore year, and Mt 302–303 in the junior year. Mt 216–217 is normally taken in the sophomore year, although students double majoring in mathematics and another field may wish to take the course in the junior year. Well-prepared students can omit some of these courses and be placed directly into the more advanced courses upon the recommendation of the chairperson.

In addition to the above courses, two electives at the course level of 400 or above complete the minimum requirements for a student graduating as a mathematics major. (Students placing out of the introductory calculus course are required to take four additional electives.) Generally, students will take many more than this minimum. The department also strongly recommends that its majors take courses in the Department of Physics or some other area outside the Department of Mathematics which use a substantial amount of mathematics.

The department offers to qualified students the opportunity to graduate with Departmental Honors. For this a student must: (a) complete successfully Mt 212–213, Mt 312–313, Mt 316–317; (b) complete successfully at least six other courses at the level of 400 or above including at least one two-semester course from among Mt 814–815, Mt 816–817, or Mt 840–841; (c) maintain at least a B average in the 12 courses listed in (a) and (b); (d) participate in an independent reading or research project. This requirement may be fulfilled by doing extra reading or research in one of the advanced courses (level 400 or above) the student is taking, subject to the approval of the professor. The departmental Curriculum Committee, at the student's request, may waive one or more of the preceding requirements.

Course Offerings

Mt 002–003 Introduction to College Mathematics I, II (F, S; 3, 3)
These courses are intended as preparation for calculus courses. Topics generally include real numbers, linear equations, quadratic equations, coordinate geometry and trigonometry. Enrollment is restricted to students whose high school background is deficient. Permission to enroll is required.

Mt 004–005 Introduction to Finite Mathematics I, II (F, S; 3, 3)
This course sequence is for students in the humanities, social sciences, and the School of Education. The objective is to expose the student to mathematical ways of thinking and to the relation of mathematics to real world problems. Topics include elementary logic, set theory, finite probability theory, vectors and matrices, and game theory.

Mt 006–007 Ideas in Mathematics I, II (F, S; 3, 3)
This course sequence is for students in the humanities, social sciences and the School of Education. It is designed to introduce the student to the spirit of mathematics, its beauty and vitality, and to challenge him or her to do mathematics. Topics vary, but may be chosen from elementary number theory, geometry, and graph theory.

Mt 008 Computers, Man and Society (S; 3)
This course is for students in the humanities and social sciences. In this course the student will learn elementary programming using the BASIC language in the interactive mode. Through use of the language the student will be led to an appreciation of the power and versatility of the computer. Beyond learning the use of the language, stress will also be placed on the general problem solving aspects of programming. In addition several of the programming problems worked on will be used to introduce some of the societal and philosophical questions raised by the computer.

Mt 014–015 Analytic Geometry and Calculus I, II (F, S; 3, 3)
This course sequence is for students in the humanities, the social sciences and the School of Education. It includes a discussion of standard topics in differential calculus. The treatment of the derivative includes the differentiation of algebraic and transcendental functions along with applications. The study of the integral includes a brief survey of methods of integration together with applications. A short discussion of analytic geometry is included where required. The approach is informal and concrete rather than rigorous and theoretical.

Mt 060–061 Introduction to Computer Programming (F, S; 1, 2)
This course or the equivalent is required of all mathematics majors and is usually taken in the freshman year. The course provides an introduction to programming techniques and the language BASIC. In the first semester, the emphasis is on the development of programming skills and the learning of the language. In the second semester, the use of the computer in solving number theory and calculus problems is demonstrated. Topics such as simulation, curve plotting, and files are treated as time permits.

Mt 072–073 Mathematics for Management Sciences I, II (F, S; 3–F, S; 3)

This course sequence is for students in the School of Management who have an average background in mathematics. Topics covered include an elementary treatment of analytic geometry, the differential and integral calculus, matrix algebra, and probability.

Mt 090–091 Mathematics for Teachers I, II (F, S; 3, 3)

This course is intended to provide an adequate background for teaching the basic concepts covered in the K-9 mathematics curriculum. Emphasis is on content although ideas and activities to promote a better understanding of and appreciation for mathematics will be presented. Topics to be covered include the real number system, set theory and mathematical structures, functions and graphing, elements of probability and statistics.

Mt 100–101 Calculus I, II (F, S; 3–F, S; 3)

This course is primarily for students majoring in a natural science or economics and those in the premedical program. It is a course in the calculus of functions of one variable. Topics covered include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications.

Mt 102–103 Introductory Analysis I, II (F, S; 4, 4)

This course sequence is for students majoring in Mathematics. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, integrals, and applications of the derivative and integral.

Mt 110 Calculus/Accelerated (F; 3)

This course is an accelerated version of Calculus I and II, Mt 100–101, and is designed for students who have had the equivalent of a one year course in calculus in secondary school. Topics include those listed for Calculus I and II and will be treated in one semester.

Mt 112–113 Introductory Analysis (Honors) I, II (F, S; 4, 4)

Enrollment in these courses is limited to students who have demonstrated an unusually high aptitude and achievement in Mathematics. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, integrals, and applications of the derivative and integral.

Mt 174–175 Calculus for Management Sciences I, II (F, S; 3, 3)

This course sequence is for students in the School of Management who have a good background in high school mathematics. Topics covered include the analytic geometry of algebraic, logarithmic, and exponential functions, differentiation and integration of such functions, the solution of elementary differential equations, and applications of each of these topics to business and economics.

Mt 184 Calculus for Management Sciences/Accelerated (F; 3)

This course is an accelerated version of Calculus for Management Sciences I and II, Mt 174–175, and is designed for students who have had the equivalent of a one year course in calculus in secondary school. The calculus of functions of one variable is thoroughly reviewed in one semester.

Mt 200–201 Intermediate Calculus I, II (F, S; 3–F, S; 3)

Prerequisite: Mt 100–101 or Mt 110

This course sequence is a continuation of Mt 100–101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, and an introduction to differential equations.

Mt 202–203 Multivariable Calculus I, II (F, S; 3, 3)

Prerequisite: Mt 102–103

This course is a continuation of Mt 102–103. Topics include vector algebra and analytic geometry of three dimensions, curves and sur-

faces, partial differentiation and multiple integration with applications, and an introduction to differential equations.

Mt 212–213 Multivariable Calculus (Honors) I, II (F, S; 3, 3)

Prerequisite: Mt 112–113

Enrollment in these courses is limited to those students whose work in Mt 113 has been of honors quality. Topics covered include vector valued functions including some elementary differential geometry of curves and surfaces, partial differentiation and multiple integration with applications, and an introduction to differential equations.

Mt 214 Introduction to Multivariable Calculus (F, S; 3)

The objective of this course is to introduce the student to the elements of the calculus of functions of several variables. This course is designed primarily for students of the social and managerial sciences and should be considered as an elective for those students who have had two semesters of elementary calculus, such as, Mt 014–015 and Mt 174–175. The approach will be for the most part nontheoretical with emphasis on applications that are relevant to the social and managerial sciences. Topics covered include functions of several variables, three-dimensional coordinate geometry, partial derivatives, max/min problems, Lagrange multipliers.

Mt 215 Elementary Linear Algebra (S; 3)

This course is designed to satisfy the needs of students wanting an elementary introduction to matrix theory and linear algebra. This includes students in the natural sciences, social sciences, and the School of Management. Topics include matrices, vector spaces, determinants, linear equations and applications. There are no prerequisites although some college level mathematics is desirable.

Mt 216–217 Introduction to Linear Algebra I, II (F, S; 3, 3)

This course is designed to develop the student's ability to do abstract mathematics as well as learn the basic notions of linear algebra. Topics covered include systems of linear equations, vector spaces, linear transformations, matrices, determinants, eigenvalues and inner product spaces. There will be applications to Markov chains and differential equations as time permits.

Mt 220 Introduction to Statistics (F, S; 3)

Prerequisite: High School Algebra

This is an elementary course in inferential statistics, aimed primarily at the needs of behavioral science students in nursing, sociology, psychology, etc. Topics include such descriptive measures as the mean and standard deviation of sample distributions, probability, the binomial and normal distributions, estimation hypothesis testing, correlation and regression.

Mt 290 Number Theory for Teachers (F; 3)

Prerequisite: Mt 090–091

This course is intended to focus on a wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K–9. The course will also provide a foundation for the prospective teacher in working with induction, the division and Euclidean algorithms, prime factorization, prime number facts and conjectures, modular arithmetic and mathematical art.

Mt 291 Geometry for Teachers (S; 3)

Prerequisite: Mt 090–091

This course is intended to fill a basic need of all teachers of grades K–9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered in depth include the square and triangular geoboard, motion geometry, and their relation to the standard Euclidean geometry.

Mt 300–301 Advanced Calculus (Science Majors) I, II (F, S; 3, 3)

Prerequisite: Mt 201

This course sequence is designed for majors in Biology, Chemistry, Geology, and Physics. Topics include: sequences and series, power series solutions of differential equations, special functions, elementary partial differential equations, Fourier series. Applications are emphasized and other topics are added as time permits.

Mt 302–303 Advanced Calculus I, II (F, S; 3, 3)

Prerequisite: Mt 203 or Mt 213

The first semester is designed to develop an understanding of, and facility in working with infinite sequences and series, uniform convergence and power series. In the second semester, students will see some advanced applications of the standard topics of analysis. Topics will include series solutions of differential equations, Fourier series, special functions and other topics as time permits.

Mt 312–313 Mathematical Analysis (Honors) I, II (F, S; 3, 3)

Prerequisite: Mt 213

Enrollment is restricted to those students whose work has been of honors quality. The content of these courses is similar to that of Mt 302–303.

Mt 316–317 Introduction to Linear Algebra (Honors) I, II (F, S; 3, 3)

Enrollment is restricted to those students whose work has been of honors quality. The content of these courses is similar to that of Mt 216–217.

Mt 390 Introduction to Computer Programming (S; 3)

This course consists of an introduction to programming using a high-level language. It is intended as a first course in computer languages for the student with no prior background in math or computers.

Mt 404 Calculus of Finite Differences (F; 3)

Prerequisite: Calculus

This is a course in the calculus of finite differences. Topics covered include symbolic operations, interpolation formulae and techniques, finite differentiation and integration, summation of series, and elementary equations.

Mt 405 Actuarial Mathematics (S; 3)

The contents of this course emphasize, for the most part, problem-solving techniques in the non-calculus areas of mathematics and should be of special interest to those preparing for careers as actuaries. Topics covered include complex numbers, elementary sequences and series, and elementary theory of equations.

Mt 410 Differential Equations (F; 3)

Prerequisite: Linear Algebra and Mt 203

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be: first order linear equations, second order linear equations, general n th order equations with constant coefficients, series solutions, special functions.

Mt 414 Numerical Analysis (S; 3)

Prerequisite: Mt 201 or Mt 203

Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

Mt 420 Probability and Statistics (F; 3)

Prerequisite: Mt 201 or Mt 203

This course is introductory but assumes a calculus background. It is open to any mathematics or science major who has not taken Mt 426. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals and estimation, hypothesis testing.

Mt 426 Probability (F; 3)

Prerequisite: Mt 203

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems and conditional distributions.

Mt 427 Mathematical Statistics (S; 3)

Prerequisite: Mt 426

Topics studied include: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

Mt 430 Introduction to Number Theory (S; 3)

Prerequisite: Mt 216–217

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

Mt 435-436 Mathematical Programming I, II (F, S; 3, 3)

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution.

Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

Mt 445 Applied Combinatorics (S; 3)

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems but most of the problems in the course are from recreational mathematics.

Mt 451 Topics in Geometry (F; 3)

Prerequisite: Multivariable Calculus or permission of the instructor
A survey of several topics in modern geometry. The course treats the development of geometry as a connected sequence of evolution and emphasizes how geometric thought both influenced and was influenced by man's conception of the physical universe.

Topics will be selected from among the following: history and foundations of Euclidean geometry, the axiomatic method, the discovery and significance of non-Euclidean geometry, models, geometry and physical space, the differential geometry of surfaces and the concept of curvature, special relativity (the geometry of flat spacetime), general relativity (the geometry of curved spacetime), and the geometric structure of the universe.

Mt 460 Introduction to Structured Programming (F; 3)

Prerequisite: Mt 060–061 or permission of instructor

This course consists of an introduction to computer programming using a high-level, block-structured language. Emphasis will be placed on writing structured computer programs, via algorithm development and refinement. Examples to be programmed will include, but not be limited to, the Calculus, elementary linear algebra, and basic statistics.

Mt 461 Advanced Computer Programming Techniques (S; 3)

Prerequisite: Mt 460 or permission of instructor

This course will give students the opportunity to solve programming problems more substantial than those normally seen at the introductory level. Recursion will be covered. Elementary data structures, such as stacks, queues and lists, will be introduced and their use to write recursive programs directly will be examined. Other combinatorial structures, such as trees and directed graphs, will also be covered. In addition, students will be expected to become familiar with the various means of data entry/retrieval on the B.C. Computing system.

Mt 462 Internal Machine Structure (F; 3)

Prerequisite: Mt 460–461 or permission of instructor

Truly efficient programs may only be written provided that there is a clear understanding of how the computer itself is organized. Toward this end, the course will investigate data representation and program execution at the machine level, and develop subroutines and macros as programming structures. Other topics include assemblers, linking loaders and debuggers.

Mt 463 Algorithms: Design and Analysis (S; 3)

Prerequisites: Mt 461 or Mc 406; and Mt 462 or Mc 452

To be effective, an algorithm must be both correct and make efficient use of system resources. This course will present various approaches to algorithm design, while at the same time developing techniques for evaluating the efficiency of an algorithm and verifying its correctness. Topics to be examined include sorting, searching, parsing, and recursion.

Mt 699 Reading (F, S; 3)

This course is open to a student only on the recommendation of some member of the faculty and with the approval of the Chairperson or Assistant Chairperson. The student will work independently in some advanced or special area of mathematics under the guidance of a faculty member.

Mt 802–803 Analysis I, II (F, S; 3, 3)

This course is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction of the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

Mt 814–815 Theory of Functions of a Complex Variable I, II (F, S; 3, 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

Mt 816–817 Modern Algebra I, II (F, S; 3, 3)

Prerequisite: An introductory course in modern or linear algebra.

This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions and possibly Galois theory.

Mt 840–841 Topology I, II (F, S; 3, 3)

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology.

Mt 860 Mathematical Logic (F; 3)

The propositional calculus. First order theories. Godel's completeness theorem. First order arithmetic. Godel's incompleteness theorem.

Mt 861 Foundations of Mathematics (S; 3)

Prerequisite: An introductory course in mathematical logic or the consent of the Instructor.

Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

Mt 899 Reading and Research (F, S; 3,)**Mt 900 Thesis Seminar (F, S; 3,)**

Problems of research and thesis guidance, supplemented by individual conferences.

Mt 901 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

Mt 902–903 Seminar (F, S; 0, 0)

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt 900.

Music

Faculty

Associate Professor Olga Stone, Musician-in-Residence; Director of Music Programs

Mus.B., Mus.M., Mus.D., Boston University

Composer-in-Residence C. Alexander Peloquin

American Composer-Author Hugo Norden, Mus. D., University of Toronto

Program Description

The program description for Music appears under Special Interdisciplinary Programs in the Arts and Sciences section of this Bulletin.

Course Offerings

Mu 059 Music in Western Civilization (F; 3)

A general introduction from Gregorian Chant to Stravinsky.

C. Alexander Peloquin

Mu 060 Survey of the History of Western Music (F, S; 3)

A comprehensive one-semester foundation course in Western music from the ninth century to the present; examination of major musical forms, styles and ideas as utilized by the great composers.

Olga Stone

Mu 068 Basic Piano (F, S; 3)

Students will learn to read F and G clefs, to understand the significance of time, meter, rhythm, tempo. The student will prepare to play 4-part harmony at the piano.

Not offered 1981-82

The Department

Mu 070 Music Theory I (F, S; 3)

Prerequisite: Mu 068

Development of musicianship through listening and keyboard problems. Chord grammar developed through harmonization of melodies and figured basses. Introduction to systematic study of form.

Hugo Norden

Mu 071 Music Theory II (S; 3)

Prerequisite: Mu 070

Intermediate level work in structural hearing and applied keyboard harmony; beginning work in score reading. Introduction to instrumentation, properties of wind and brass instruments. Formal and compositional idioms of the late Baroque.

Hugo Norden

Mu 072 Music Theory III (S; 3)

Prerequisite: Mu 070 and Mu 071

Diatonic and chromatic harmony, form and analysis.

Not offered 1981-82

Hugo Norden

Mu 073 Counterpoint I (S; 3)

Strict counterpoint in two, three and four parts. The five species approach. Imitation and double counterpoint.

Hugo Norden

Mu 074 Instrumentation I (F; 3)

The study of the instruments of the symphony orchestra, its character, timbre, range, ability to read an orchestral score, transpose and write instrumental music.

Hugo Norden

Mu 161 Music and the Theatre (S; 3)

From Monteverdi's *Orfeo* to the super romantic music dramas of Wagner; from Carl Orff's *Carmina Burana* to *West Side Story* of Bernstein.

C. Alexander Peloquin

Mu 162 Modern Music (F; 3)

From Erik Satie and Debussy to Copland and Bernstein, masters of Europe and the Americas—a full spectrum of the sounds of the 20th Century.

C. Alexander Peloquin

Mu 163 Music in the Americas (S; 3)

From Billings, Ives, Gershwin, Ellington, Copland to Chavez and Villa-Lobos—modern romantics, iconoclasts and liberals of the United States, Mexico, and South America.

C. Alexander Peloquin

Mu 165 Beethoven (F; 3)

All the symphonies. Representative sonatas and quartets from the three major periods, covered in general listening.

Not offered 1981-1982

John R. Willis, S.J.

Mu 170 Brahms (S; 3)

His life and works.

Not offered 1981-82

John R. Willis, S.J.

Mu 171 Wagner (S; 3)

His life and works.

Not offered 1981-82

John R. Willis, S.J.

Mu 172 Music of the Baroque (F; 3)

Music in the 17th and 1st half of the 18th centuries; from Monteverdi and Schütz to Bach and Händel. Rise of new forms and growth of instrumental music; opera, oratorio, cantata, trio-sonata, solo sonata, concerto, concerto grosso, the aria, the dance suite, the fugue.

Not offered 1981-82

Olga Stone

Mu 173 Keyboard Music (F; 3)

A comprehensive survey of keyboard music from the Baroque, Classical, Romantic and Contemporary periods including Mozart, Beethoven, Chopin, Debussy and others.

Not offered in 1981-82

Olga Stone

Mu 174 Music of the Classical Period (F; 3)

The formulation of the classic principles of construction by Joseph Haydn with reference to contributions of C.P.E. Bach and the Mannheim School. The fulfillment of the classical ideal in the works of Mozart and Beethoven.

Olga Stone

Mu 175 The Music of Beethoven (F; 3)

A thorough examination of the nine symphonies including analysis, form, and style with reference to Beethoven's related works within each of the three periods.

Olga Stone

Mu 176 Brahms, Wagner and the Romantics (S; 3)

Changing concepts of the symphony after Beethoven; the Romantics' approach to form. Study of the major symphonies, instrumental and chamber works including Berlioz, Chopin, Schubert, Schumann, Dvorak, Bruckner and others.

Olga Stone

Mu 178 The Impressionist School (S; 3)

Music of the twentieth century. Study of stylistic changes in orchestral, instrumental, and chamber music from Debussy to Stravinsky.

Olga Stone

Mu 183-184 Piano Tutorial (F, S; 3)

The study of the foundation instrument, tutorial fee required. This course is designed to promote proper reproduction of the musical characteristics of compositions in authentic style and tradition thereby providing a background for all music courses, as well as continuing studies for advanced students.

Olga Stone

Mu 299 Reading and Research (F, S; 3)

Supervised reading within specific areas, for the solution and expansion of individual projects. This course may be taken only with permission of the Director.

By arrangement

Olga Stone

Mu 303 Bach and Beethoven . . . The Titans (F; 3)

Perusal of the ideals of the Baroque through the works of its greatest master and comparison with ideals of classical Romanticism as developed by Beethoven. Examination of form and style through major works of each.

Not offered 1981-82

Olga Stone

Philosophy

Faculty

Professor Frederick J. Adelmann, S.J., A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Saint Louis University

Professor Thomas J. Blakeley, A.B., Sacred Heart Seminary; Ph.D., University of Fribourg

Professor Oliva Blanchette, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Visiting Professor Hans-Georg Gadamer, Heidelberg University

Professor Richard T. Murphy, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

Professor Joseph L. Navickas, Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

Professor Thomas J. Owens, A.B., A.M., Boston College; Ph.D., Fordham University

Professor David M. Ramussen, A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

Visiting Professor Jacques M. Taminiaux, University of Louvain

Professor Norman J. Wells, A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Associate Professor Patrick Byrne, B.S., A.M., Boston College; Ph.D., New York State University

Associate Professor Richard Cobb-Stevens, A.B., A.M., Boston College; Ph.D., Sorbonne

Associate Professor Joseph F. X. Flanagan, S.J., Chairman of the Department

A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Associate Professor William J. Haggerty, Jr., A.B., College of the Holy Cross; A.M., Boston College; Ph.D., Boston University

Associate Professor Peter J. Kreeft, A.B., Calvin College; A.M., Ph.D., Fordham University

Associate Professor Stuart B. Martin, A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Associate Professor Daniel J. Shine, S.J., A.B., A.M., Boston College; A.M., Catholic University of America; S.T.L., Weston College; Ph.D., Gregorian University

Assistant Professor James Bernauer, S.J., A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D.(cand.) State University of New York

Assistant Professor Joseph H. Casey, S.J., A.B., A.M., Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Gregorian University

Assistant Professor Arthur R. Madigan, S.J., A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div.(cand.) Regis College, Toronto

Assistant Professor Francis P. Molloy, S.J., A.B., A.M., Boston College; S.T.L., Weston College

Assistant Professor Gerald C. O'Brien, S.J., A.B., A.M., Boston College; Ph.D., Fordham University

Assistant Professor Francis Soo, A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Program Description

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: Ancient, Medieval and Contemporary; American and Contemporary Continental Philosophy; Philosophy of Religion, Philosophy of Science and Russian Philosophy. In addition to these areas of specialization, provision is made for interdisciplinary programs. Working under the guidance of a faculty advisor students can design a well-balanced program that will thoroughly ground them in the history of philosophy and yet allow for development of their major interests.

Special sections of "core" philosophy courses are also planned for philosophy majors. Undergraduate students may, with the approval of the chairperson and the individual professor, enroll in certain of the graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor and replace one course for three credits, extendable to six credits. Senior majors may work out a special research program as a substitution for normal course requirements. The Department also participates in the Scholar of the College Program, details of which are to be found in the general catalog description of the Program.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

Course Offerings

Depending on student demand, the courses listed below may not be offered at the time indicated. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

Core Courses

PL 009 Ethics (F, S; 3)

An investigation of the rational basis of moral value in an attempt to establish ethical principles. Specific application of these norms will be examined and applied to various moral problems.

The Department

PL 070 Philosophy of the Person I and II (F, S; 3, 3)

This course is based on two Socratic sayings: "know yourself," and "the unexamined life is not worth living." This course, therefore, will analyze the key thinkers in Western culture who have contributed to our knowledge of ourselves and our society. Specific considerations will be given to the problem of the human person along with the basic rights and responsibilities that each one has to himself, herself, and to others.

The Department

PL 090 Perspectives on Western Culture I and II (F, S; 6, 6)

This is a special two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

The Department

PULSE Courses

PL 066 Private and Public Good (S; 3)

Generally this course sets out to examine just what the private and public good are. What different roles do individuals take on as family members, students, PULSE volunteers, lovers, friends? How do we differ in our private and public lives? Attention will be focused on coming-of-age problems (bildungsroman) and alter-egos (doppelgänger) as well as some Kohlberg theory.

Peter McGrath

PL 088–089 Person and Social Responsibility (F, S; 6, 6)

This is a two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the PULSE Program (see Special Study Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice—delinquency, poverty, psychological problems, prejudice, alienation. The classes will attempt to take a deeper look into these, especially with regard to their individual, group and cultural origins. Drawing on the works, both contemporary and traditional, of key philosophical and religious figures, the classes will engage students in the challenge of personal self-discovery and growth as they relate to the question of what it really means to assume responsibility for overcoming these injustices.

Patrick H. Byrne

Pl 202 Housing and Reality (F, S; 3, 3)

An in-depth study of housing, the purchasing of, investment in, management of, and trends of the market with views in the urban neighborhoods.

The effects of the multiple factors affecting housing such as design, construction, methods, urban planning, political manipulation and financing with its relationship to the various economic groups of society.
Harry Gottschalk

Pl 217 The Structure of Community Life (S; 3)

This is a seminar intended for juniors and seniors with PULSE experience in the South End. The aims of the course include reflection upon the problems of government and power at the neighborhood level and an investigation of the symbolic configurations of local life.
David Manzo

Pl 221 Aspects of Self and Society (F; 3)

The focus of this course will be the tension experienced between two basic orientations of the human person: the orientation toward autonomy, and the orientation toward community. Through the combination of readings, field experiences and discussions, students will be encouraged to discover the ways in which social structures resolve or fail to resolve that tension. An intensive journal is a requirement of this course.
Peter McGrath

Pl 233 Values, Health and Welfare (F; 3)

This course will undertake a multidisciplinary critique of health delivery as a system in the United States. A primary objective will be the development of critical modes of thinking as a way to understand and influence social change. This course is open to all interested, although concurrent participation in a PULSE field project is strongly recommended.
David Manzo

Pl 291–292 Philosophy of Community I and II (F, S; 3, 3)

Prerequisite: Limited to members of the PULSE Council.

A study of community: its structure, power and change. The dynamics of community will be examined by sharing impressions and insights with various teachers and community workers. Specific theoretical models of analysis will be studied and critiqued. The purpose of the course is to begin developing new approaches for learning about social change and for building new visions for the direction that a PULSE student's responsibility to social change might take.
Joseph Flanagan, S.J.

Pl 293–294 Culture and Social Structure: Philosophy of PULSE I and II (F, S; 3, 3)

Prerequisite: Membership on PULSE Council.

The course will concentrate on the interrelationships between American political, economic, social and military institutions. As these interrelations are explored on a "macro" scale, a microanalysis of like patterns at the neighborhood and city level will also be undertaken.

Offered 1982–1983

Joseph Flanagan, S.J.

Electives**Pl 100 (En 379–380) Perspectives on Modernism (F, S; 6, 6)**

A full-year course in the literature, music, and visual arts usually connected with the term "modernism." The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. The composers listened to during the music segment will include Wagner, Debussy, and Stravinsky; there will also be at least one week on jazz. The visual arts segment will emphasize not only painting but also sculpture and architecture. Classes will mainly be conducted in open discussion rather than as lectures. *William Youngren*

Un 110 Horizons of the New Social Sciences (F, S; 3, 3)

The course is designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from theological issues. *Frederick Lawrence*

Pl 121 Major 20th Century Philosophers (F; 3)

This course is intended to introduce beginning students to some of

the leading 20th century philosophical movements. It begins with an examination of the background tradition of modern rationalism and empiricism (Descartes, Hume, Kant). Then the following philosophical movements are considered: Life Philosophy (Bergson, Nietzsche); Existentialism (Kierkegaard, Heidegger); American Philosophy (Peirce, James, Dewey, Whitehead); Phenomenology (Husserl). Key texts from each philosopher will be selected for reading and analysis.

Offered Fall, 1982

Thomas J. Owens

Pl 150 Contemporary Analysis of Myth and Symbol (F; 3)

An exploration of the relationship between reflective philosophy and the interpretation of myth and symbol in the works of Freud, Jung, Eliade and Ricoeur. Special emphasis is placed on a phenomenology of the symbols of evil and a structural analysis of the mythic content of primitive religions.

Offered Fall, 1982

Richard Cobb-Stevens

Pl 161 Philosophy of Religion (S; 3)

An elaboration of a phenomenological "typology" of the forms of religious experience. Consistent patterns of experience will be grouped according to the models of participation, encounter and community. This method offers an interpretative framework for understanding the symbol systems of a wide variety of religious expressions, both Eastern and Western. The course will also explore the possibility of meaningful religious language in a secularized culture.

Offered Spring, 1983

Richard Cobb-Stevens

Pl 165 Human Person and Love (F; 3)

This course will examine the notion of love and the experience of love from a philosophic viewpoint, with an emphasis on both the phenomenology of the loving experience, and the history of the philosophic understanding of love in Greek and Christian times.

Offered Fall, 1982

Daniel J. Shine, S.J.

Pl 166 Freedom and Authority (S; 3)

A cooperative effort to make precise the questions concerning freedom and authority will open the course. As an aid to this, Adler's booklet *Freedom*, Maritain's *Man and the State* and Thoreau's essay on "Civil Disobedience" will be read. After tentative answers have been reached we will turn to some of the classical works on this subject in hopes of confirming our answers, deepening or changing our questions or introducing new questions: Plato's *Republic*, Aristotle's *Politics*, Hobbes's *Leviathan*, Locke's *Second Treatise of Government*, J. S. Mill's *On Liberty*.

Offered Spring, 1983

Joseph H. Casey, S.J.

Pl 183 The Philosophy of Modern Sports (S; 3)

An inquiry into the role of games and sports in shaping ethical ideals, especially those values which are essential to the functioning of genuine democracy.

Included will be a discussion of the history of sports, the nature of virtue, winning, kinesthetic art, professionalism, women in sports, sports as theatre, the cult of personality, individualism and team work, the control of sports, violence in sports, the influence of technology on modern sports.

Stuart B. Martin

Pl 193 Chinese Philosophy I: Confucianism, Taoism and Buddhism (F; 3)

Starting from a general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between Nature, Man and Society, Taoism teaches the most natural way to achieve this harmony, i.e., Tao. Sinicized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names and forms, and remains empty and quiet in its nature.

Francis Y. Soo

Pl 194 Chinese Philosophy II: Neo-Confucianism and Maoism (S; 3)

Within the historical context of modern China (from 1840 up to the present), the course will focus on contemporary philosophical trends. Two of them are of particular importance. One is Neo-Confucianism which tries to revive or modernize not only traditional Confucianism but also Chinese Classical philosophies in general.

The other is Chinese Marxism, which under Mao, tries to 'substitute' Chinese Marxism for the Classical Chinese philosophies. It is very interesting to study how contemporary Chinese philosophers have tried to philosophize in contemporary China. Francis Y. So

Un 212 Perspectives on Marxism (F; 3)

This interdisciplinary course is sponsored by the Department of Philosophy and the Center for East Europe, Russia and Asia. The ten professors (two political scientists, philosophers and historians; one each from economics, education, linguistics and sociology) present a coherent overview, enabling the student to gain an understanding of the Marxist phenomenon from all major perspectives and providing an orientation for planning the student's further study of the questions raised by this important movement.

Offered Fall, 1982

Thomas J. Blakeley

Pl 218 (Cl 210) (Th 372) The Greeks: Part I (F; 3)

An introduction—for majors, prospective majors and for the intelligently curious in general—to the politics, literature, art and thought of Classical Greece.

The course will focus, in particular, on the achievements of Fifth Century Athens.

This is the first part of a two-part course. Either half may be taken alone. Both are designed to be suitable for students with no previous knowledge of the Greeks. The course may be used to fulfill the core requirement in the "Foreign Language or Culture" cluster.

Offered Fall, 1982

David H. Gill, S.J.

Pl 219 (Cl 211) (Th 373) The Greeks: Part II (S; 3)

Intended for the same audience as Part I, this course is essentially an introduction to Greek Philosophical Literature: the pre-Socratics, Plato and Aristotle. Again the theme will be that of the relation between belief in the gods and human morality: the Sophists' challenges to traditional beliefs, Plato's reply and new synthesis, Aristotle's version of a solution.

This part of the course can be taken without having taken Part I. Both parts are designed to be suitable for students with no previous knowledge of Greek Literature/Philosophy. Both may be used to fulfill the core requirement in the "Foreign Language or Culture" cluster.

Offered Spring, 1983

David H. Gill, S.J.

Pl 229 (Cl 230) (En 378) Classical Mythology (S; 3)

Introduction to the principal gods, goddesses and heroes of the Greeks and Romans and the stories about them. Constant reference will be made to the legacy of classical mythology in Western art, literature and psychology.

Offered Spring, 1983

Lowell Edmunds

Pl 242 The Philosophy of St. Augustine (F; 3)

An introduction, via historical overview and careful reading of varied primary texts, of the poet, philosopher, lover and saint who was one of the three or four most influential thinkers of all time.

Offered Fall, 1982

Peter J. Kreeft

Pl 248 Modern Political Philosophy (F; 3)

This course will consider the political philosophies of six major philosophers of the modern period, namely, Machiavelli, Hobbes, Locke, Rousseau, Kant, Hegel and Marx. The course will include lecture and discussion. A mid-term and a final exam will be required.

David M. Rasmussen

Pl 251 Political Philosophy: Machiavelli to Burke (S; 3)

This course traces the origins of some modern conceptions of law and the state, the sources and limits of political authority through some of the great modern political philosophers, relating these to the classical Aristotelian tradition.

Offered Spring, 1983

Gerard C. O'Brien, S.J.

Pl 254 After Death and Dying (S; 3)

An exploration of life after death, including such questions as: What difference does confronting death make? Is death a hole or a door? How are the meaning of life and the meaning of death connected? Do we really want to live forever? How is "Heaven" different from the genetic promise of an "immortality pill"?

Peter J. Kreeft

Pl 255 The Meaning of Life (F; 3)

This is surely the primary question, and all major philosophers have explored it, usually in the form of the *summum bonum*, or greatest value. We will survey Socrates, Plato, Aristotle, Solomon, Jesus, Au-

gustine, Aquinas, Freud, Marx, Nietzsche, Kierkegaard and Buddha as alternative or complimentary answers.

Peter J. Kreeft

Pl 257 Oriental Philosophy (F; 3)

An empathetic and respectful but critical and questioning investigation of the central claims of Hinduism, Buddhism (including Zen and Tibetan Buddhism) and Taoism regarding the nature of reality, the self and its destiny, including treatment of mysticism and the occult and comparison with Western philosophy and religion.

Offered Fall, 1982

Peter J. Kreeft

Pl 259 Perspectives on War, Aggression and Conflict

Resolution I (F; 3)

This course is the result of work by faculty and students interested in developing an interdisciplinary approach to the study of Peace and War at Boston College. The Boston College Program for the Study of Peace and War sponsors this course as one of the two introductory offerings in Peace Studies at the university (PERSPECTIVES, part II is offered in the spring semester). PERSPECTIVES I is centered around analyses of the causes of war and conflict in contemporary society.

Rein A. Uritam

Pl 261 The Creative Person (S; 3)

A creative person is one whose personhood is active, released, and known. The most important question here is not 'what' or even 'why' but 'how.' This is a course in actual, philosophically-significant experiment, followed by reflection—experiments in self-discovery in four dimensions: relation to yourself, others, nature, and God.

Offered Spring, 1983

Peter J. Kreeft

Pl 264 Logic (F, S; 3)

Logic as a formal science and art of valid deductions. Both traditional and symbolic approach to correct thinking.

William J. Haggerty, Jr.

Pl 267 Aristotelian and Propositional Logic (F; S; 3, 3)

The principles and rules of deduction and the study of fallacies in both logics.

Joseph Barrett, S.J.

Pl 269 Perspectives on War, Aggression, and Conflict

Resolution II (S; 3)

An interdisciplinary course that is concerned primarily with alternatives and "solutions" to the problem of war, including those advanced in the past and present, but also ones that may be required to meet the needs of the changing world of the future.

Rein A. Uritam

Pl 275 Philosophy in Literature: Tolkien (S; 3)

A complete philosophical world and life view underlies Tolkien's two great epics, *The Lord of the Rings* and *The Silmarillion*: a synthesis of ingredients in Plato (exemplarism), Jung (archetypes); Romanticism (*sehnsucht*) and Norse mythology (a Stoic heroism) catalyzed by a Biblical imagination and a Heideggerian linguistic. The student will learn to recognize these and many other strange creatures in exploring Tolkien's world.

Offered Spring, 1983

Peter J. Kreeft

Pl 284 Examination of Self-Knowing (F; 3)

A study of self-knowledge as found in Aristotle and Aquinas with special emphasis on personal, concrete experiences. Attention will be paid to contemporary contributions by Lonergan, Grisez, Hoenen and Dewart.

Offered Fall, 1982

Joseph H. Casey, S.J.

Pl 285 Contemporary Ethical Perspectives (F, S; 3)

A study of modern ethical problems, such as civil disobedience, mercy-killing, ethics in business and government, the ethics of socialism and communism, abortion, personal ethics, as affected by various philosophical systems along with an analysis of ethical values, as established by traditional and modern philosophy, in an attempt to build a helpful personal and social value system.

Charles B. Toomey, S.J.

Pl 296 Linguistic Analysis and the Problem of God (S; 3)

Problems about knowledge of and language about God which have arisen from the later thought of Wittgenstein will be treated. Authors like Wittgenstein, Ryle, Ayer, Flew, Austin and Macquarrie will be examined.

Offered Spring, 1983

Joseph H. Casey, S.J.

Pl 299 Readings and Research (F, S; 3)

By arrangement

The Department

Pl 303 Philosophical Questions in Religion (F; 3)

This course is for students who want to form their individual opinions rationally on such controversial religious topics as the psychology of belief, the problem of evil, arguments for God's existence, our knowledge of God, predestination and free will, time and eternity, life after death, miracles, the reliability of the Bible, mysticism, Eastern vs. Western religions. A problem-oriented textbook is supplemented by readings in C. S. Lewis and Thomas Aquinas.

Peter J. Kreeft

Pl 306 Ancient Greek Philosophy (F; 3)

A history of the development of Classical Greek philosophy from the era of the Pre-Socratics to the closing of the Pagan schools in Athens in the 6th Century A.D.

Stuart B. Martin

Pl 308 The Political Thought of the Greeks (S; 3)

An examination of Greek political philosophy, with special emphasis on Plato's *Republic* and Aristotle's *Politics*; an attempt to apply the resources of Greek thought to some of the perennial issues of political philosophy.

Arthur Madigan, S.J.

Pl 309 Marriage and the Family (S; 3)

The course is designed, from a philosophical perspective, to explore the full significance of the most fundamental and intimate human relationship: marriage/the family, on both institutional and personal levels.

The entire course consists of four parts: (1) a cross-cultural understanding of marriage and the family, (2) the traditional marriage and the family as well as the nuclear system, (3) the personal dimension of marriage and the family, and (4) a two-day seminar on marriage and the family.

Francis Y. Soo

Pl 311–312 (Cl 365–366) Ethical Thought of the Greeks (F, S; 3, 3)

Offered 1982–83

David H. Gill, S.J.

Pl 315 Aristotle (S; 3)

A study of the development of Aristotle's fundamental doctrinal position; the authenticity and reliability of his extant works; the import of his logic for the rise of the mediaeval universities; his doctrine of equivocity; the central meaning of "being" in his *Metaphysics*; selected physical doctrines such as "change" and "time"; the goal of human existence expounded in the *Nicomachean Ethics*; Aristotle's teaching about the nature of the "intellect"; and some study of the subsequent (Greek, Arabian and Latin) commentators on his works.

Stuart B. Martin

Pl 318 Origins of Romanticism (F; 3)

Much of the present-day preoccupation with science-fiction, with ecological problems, and with the "scientific-technological revolution" finds its intellectual ground in Friedrich Wilhelm von Schelling's reappropriation of German mysticism (Tauler, Seuse, Boehme). We will examine this reappropriation as well as its role in the formation of Romanticism and neo-Romantic ideologies.

Offered Fall, 1982

Thomas J. Blakeley

Pl 323 Plato's Republic (S; 3)

An in-depth study of the most influential work in the entire history of philosophy.

Offered Spring, 1983

Peter J. Kreeft

Pl 324 Philosophy of God Experience (S; 3)

Distinguishing between knowing God and knowing about God, the starting point for this course will be religious experiences. We will stay as close as possible to these experiences exploring the reasons for justifying the interpreting of them as a God experience.

Joseph H. Casey, S.J.

Pl 328 (Cl 416) Aristotle's Ethics (F; 3)

Offered Fall, 1982

David H. Gill, S.J.

Pl 330 (Cl 417) Aristotle's Politics (S; 3)

Offered Spring, 1983

David H. Gill, S.J.

Pl 335 Platonic Dialogues (F; 3)

This course is an inquiry into the developing thought of Plato, stressing particularly Plato's probing into the questions of the nature of man, the relation of the individual to society, the nature of human

knowing, the foundation of judgments of value, and the meaning of a virtuous life. The course will include nearly all of what are called the early and middle dialogues of Plato, up to and including the *Republic*. The basic thrust of the course will be two-fold: first, to understand Plato's thought as this unfolds in each dialogue, and second, to appropriate this thought in an understanding of the context of our own time.

This course is intended for students who are beginning Plato or at least have not studied him in depth. No knowledge of Greek is required.

Gerard C. O'Brien, S.J.

Pl 338 The Heidegger Project I (F; 3)

This course gives students an opportunity to work closely with the major texts of Martin Heidegger, a major twentieth-century philosopher. Emphasis is on student discussion of texts and assessment of Heidegger's relevance to contemporary issues. The project will continue for two semesters. Some knowledge of traditional philosophy (e.g., Aristotle, Descartes, etc.) is helpful, but not a prerequisite.

Thomas J. Owens

Pl 339 The Heidegger Project II (S; 3)

A continuation of Pl 338, open only to students participating in the course.

Thomas J. Owens

Pl 340 Philosophy in the Middle Ages I and II (F, S; 3, 3)

A detailed examination of questions dealing with God, man and the world from Augustine to Ockham and beyond studied over the course of two semesters.

Norman J. Wells

Pl 347 St. Thomas and the Problem of God (F; 3)

A close textual study of St. Thomas' teaching about the existence of God and his proofs for this; about the nature of God and his justification of God-talk; about Divine Providence and human freedom. The texts will be English translations from the *Summa Theologiae* and the *Summa contra Gentiles*.

Offered Fall, 1982

Pl 353 Man in Medieval Thought (S; 3)

Jumping off from the Condemnation of 1277, the medieval discussions about the agent intellect (one for all men?) will be examined, along with the tradition on divine illumination. The background of this in Aristotle, Augustine and the Islamic thinkers will be developed.

Offered Spring, 1983

Norman J. Wells

Pl 354 The Christian Philosophy of Thomas Aquinas (S; 3)

A detailed examination of the major philosophical positions of Aquinas and their relevance to Modern Thomism.

Offered Spring, 1983

Norman J. Wells

Pl 358 St. Augustine's Confessions (F; 3)

"The only two things that never bore us are a person and a story, and even a story must be about a person" (Chesterton). This book reveals one of the most profound and startling persons who ever lived, and his story is the world's greatest drama: the wrestling match between God and Man.

Offered Fall, 1982

Peter J. Kreeft

Pl 365 Aquinas Revisited (S; 3)

A textual analysis of the thought of St. Thomas on the problem of knowledge and willing. The lectures will give historical background for the understanding of the texts and will show the need to update the thought of Aquinas in the light of new scientific achievements and the evolution of philosophical reflection. Certain key ideas on Aquinas that help to understand contemporary problems will be stressed.

Offered Spring, 1983

Frederick J. Adelman, S.J.

Pl 371 Descartes and the Cartesian Tradition (F; 3)

A close analysis of the classical Cartesian positions on the self, God and the world as they are discussed in the *Meditations*.

Norman J. Wells

Pl 375 Modern Philosophy I: Descartes and British Empiricists (F; 3)

A detailed examination of the classical positions taken during this period on the self, God, man and the world.

Offered Fall, 1982

Norman J. Wells

Pl 376 Modern Philosophy II: British Empiricists to Kant (S; 3)

Continuation of the previous semester, Pl 375.

Offered Spring, 1983

Norman J. Wells

Pl 378 Hume and Kant (F; 3)

The course will present a confrontation between Hume's empiricism and Kant's rationalism. The theme of this confrontation will not be drawn merely from the differences in both philosophers' theory of knowledge but perhaps more emphatically from the realm of ethics or moral philosophy.

Richard T. Murphy

Pl 380 Knowledge-Consciousness-Person (F; 3)

After a rapid overview of Husserl's and Heidegger's approaches, consciousness, the center of their attention, will be developed as awareness. The understanding of person emerging from awareness will test Grisez's conception of person. After situating the question of knowing within the understanding of person, the course will undertake a presuppositionless reexamination of the process of knowing-testing Grisez's and Lonergan's explanations as developments of Aquinas and Aristotle.

Joseph H. Casey, S.J.

Pl 381 Philosophy of Being I (F; 3)

Prerequisite: at least three courses in philosophy.

A systematic discussion of validity and method in metaphysics (the question of being), analogy (the notion of being), activity, unity, truth and goodness (the properties of being), and becoming (the structures of being).

Offered Fall, 1982

Oliva Blanchette

Pl 382 Philosophy of Being II (S; 3)

A continuation of Philosophy of Being I with a discussion of causality and finality as categories of nature and history (the communication of being), and of the ultimate meaning of being (the summit of being). The latter part of the course will treat of the philosophy of religion in the framework of the notion of being.

Offered Spring, 1983

Oliva Blanchette

Pl 390 Neo-Marxism and the Thought of Marcuse (S; 3)

Neo-Marxism as it has developed in the West among intellectuals has broken away from rigid Marxism-Leninism. In its new emphasis on humanism and the person it is indebted to the early writings of Marx and the influence of the Frankfurt School in particular. This course will study especially the thought of Marcuse as it has affected many thinkers on the contemporary scene.

Offered Spring, 1983

Frederick J. Adelman, S.J.

Pl 391 God and Modern Philosophy (F; 3)

This course is a survey that exposes and criticizes some of the more important answers given to the God Problem by some of the great philosophers from the time of Descartes to modern times.

Offered Fall, 1982

Pl 395 Philosophy of Dostoevsky (S; 3)

The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the "Grand Inquisitor". The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach.

Joseph L. Navickas

Pl 406 Seminar on Life After Death (S; 3)

Papers (both systematic-original and historical-research) on: traditional and non-traditional arguments pro and con life after death; comparison of religions on this issue; out-of-body experiences; the evidence of mysticism; the relevance of immortality to the present; the nature of Heaven and Hell.

Offered Spring, 1983

Peter J. Kreeft

Pl 412 Atheism and Religion in the Soviet Union (F; 3)

Atheism will be examined here as not a philosophical conclusion but rather an ideological presupposition of Marx, Engels and their Soviet descendants. "Scientific atheism" (the Soviet name), as an integral and essential part of historical materialism, will be seen to play a significant role in the education of all Soviet youth and in the development of the notion of the "new Soviet man".

Offered Fall, 1982

Thomas J. Blakeley

Pl 418 Later Greek Philosophy: The Search for Meaning (S; 3)

In their different ways, the Stoics, Epicureans, Sceptics, and Platon-

ists were engaged in search for human meaning. Our aims: to follow these philosophers in their quest for meaning; to understand the reactions of Jewish and Christian thinkers; to see how the later Greek quest for meaning relates to modern quests, for example, that of Viktor Frankl.

Offered Spring, 1983

Arthur R. Madigan, S.J.

Pl 419 Kant and Hegel (F; 3)

An analysis and comparison of the major themes in Kant and Hegel.

Offered Fall, 1982

Joseph L. Navickas

Pl 421 Nietzsche-Prophet of Nihilism (S; 3)

An introduction to the central ideas of this highly controversial philosopher. The standard interpretation of Nietzsche as the prophet of twentieth-century nihilism will be followed by an examination of the original and distinctive interpretation made by Heidegger.

Offered Spring, 1983

Jacques M. Taminiaux

Pl 423 Introduction to Analytic Philosophy (F; 3)

The main currents in analytic philosophy, now dominant in America and England, will be presented in their historical development. G.E. Moore's impact will be examined first. The influence of Bertrand Russell, especially on logical atomism, will be assessed. Logical positivism, particularly in the works of Ayer and Carnap, will be treated in detail. Finally, the contributions of Wittgenstein and ordinary language philosophers will be discussed.

Offered Fall, 1982

Richard T. Murphy

Pl 424 The Phenomenology of Love (S; 3)

This course will examine the new philosophy of love that emerged in the writings of the German phenomenologist Max Scheler and the Russian philosopher Vladimir Solovyov.

Offered Spring, 1983

Joseph L. Navickas

Pl 426 Three Existential Philosophers (S; 3)

This course will expose and analyze the Existential Philosophies of three major thinkers in the field of Existentialism: Heidegger, Sartre, and Marcel. Lectures and discussions will be held on the major works of these men and student reports will be given on some of the significant works of these philosophers.

Offered Spring, 1983

Pl 427 Existential Psychology (S; 3)

Existential psychology is a "union" of two disciplines, psychology and the philosophies of existentialism. It deals with such psychological topics as "experience," anxiety, freedom, etc., but is concerned with understanding these aspects of man's life on the deeper level of philosophy. Writings of Rollo May, Binswanger, Heidegger, Boss, Laing and others will be considered.

Offered Spring, 1983

Daniel J. Shine, S.J.

Pl 429 Freud and Philosophy (F; 3)

A reading of Freud's principal works will show how psychoanalytic theory has altered our self-understanding. The interpretation of dreams and pathological behavior leads to new theories of symbolic expression in work, play, humour and art. The analysis of sexuality culminates in controversial views on guilt, violence, the status of women and religious faith.

Richard Cobb-Stevens

Pl 431 Philosophy of Karl Jaspers (F; 3)

The course examines Jaspers' idea of philosophy. It seeks to investigate the meaning and functions of the crucial concepts of Existenz, Encompassing, Reason, Philosophical Faith, Ultimate Situation, Cipher and Foundering. The course aims also at a better understanding of the relation between Jaspers' views and those of Kant, Kierkegaard, Nietzsche.

Offered Fall, 1982

Joseph L. Navickas

Pl 433 Philosophy of Human Sexuality (S; 3)

Philosophers, theologians, novelists, poets, mystics, psychologists and sociologists, past and present, Eastern and Western, representing points of view as diverse as King Solomon and Kierkegaard, Hinduism and Victorianism, Hugh Hefner and Jesus Christ, are consulted to explore the mystery of Eros, about which there is usually more heat than light. Controversy is guaranteed. Topics range from tantric mysticism to eugenics abortion and women's lib.

Offered Spring, 1983

Peter J. Kreeft

Pl 434 Topics in Contemporary Science (S; 3)

Contemporary developments in physics and biology will be explored intensively. Emphasis will be placed upon understanding the basic concepts, rather than the complex totality, of relativity theory, quantum theory, theories of the "origin of life," etc. Philosophical questions concerning objectivity and reality raised by these developments will be discussed.

Offered Spring, 1983

Patrick H. Byrne

Pl 440 Existential Humanism (S; 3)

The existentialists have focused on the dramatic plight of twentieth-century man. They have presented forcefully man's struggle for meaning for life in a technologically dominated society and in a nuclear age. This course hopes to reveal and evaluate the specific features this "philosophy of crisis" has claimed to be distinctive of human living in this present moment of history.

Offered Spring, 1983

Richard T. Murphy

Pl 445 The Origins of American Pragmatism (F; 3)

Pragmatism is the most characteristic expression of American life, its civilization and its mind. A reading of selected works of Dewey and James should provide an introduction to the pragmatic method of philosophizing and a framework for a discussion of the place of pragmatism in American culture.

Offered, Fall, 1982

Richard Cobb-Stevens

Pl 449 Practical Problems in Business Ethics (S; 3)

This course will focus on some practical problems in business ethics, making use of concrete cases to illustrate the ethical reasoning involved, and its application to actual situations. The emphasis will be on reaching as definite conclusions as possible on some contemporary problems in business ethics.

Offered Spring, 1983

Gerard C. O'Brien, S.J.

Pl 450 Phenomenology and Intersubjectivity (F; 3)

Communication between persons, dialogue, love—these are major categories in any attempt to analyze the roots of the social conflicts that beset the twentieth-century world. This course will examine the widely different attempts made by contemporary phenomenologists to explore the extent and limits of interpersonal relationships.

Offered Fall, 1982

Thomas J. Owens

Pl 451 Health Care Ethics (S; 3)

Starting from a reflection on the basic structure of moral judgement, the course will move into a discussion of two general areas of moral questioning concerning the care of human life: (1) questions arising from the development of technology and science having to do with genetic control, organ transplants, preventive medicine, and the ends of information-gathering about people; and (2) questions connected with the care of the sick and dying, the idea of health or human wholeness, the social structures affecting health care in hospitals, labeling, professional dominance, the experience of death, and abortion.

Offered Spring, 1983

Oliva Blanchette

Pl 452 Perspectives on Addiction (S; 3)

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well.

Gerard C. O'Brien, S.J.

Pl 455 Kierkegaard and Nietzsche (F, S; 3, 3)

Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.

Stuart Martin

Pl 458 German Existentialism (F; 3)

This course will study the profound analyses of modern man as expounded by the two leading figures of German Existentialism, Heidegger and Jaspers. The course will include introductory lectures, student seminar reports and analyses of some of their major writings.

Offered Fall, 1982

Pl 467 Jean-Paul Sartre (S; 3)

An analysis of Sartre's early writings on imagination and conscious-

ness. Emphasis will be placed upon his penetrating studies of freedom, bad faith and the sado-masochistic dimensions of interpersonal relations. Both literary and philosophical texts will be discussed.

Richard Cobb-Stevens

Pl 472 Science and Religion (S; 3)

The religious roots of ancient and modern scientific thought will be presented. The origins of the assumption that modern science and religion are basically incompatible will be traced, with a view toward a new understanding of their relation. Out of this new understanding, the possibility of religion's contribution to the problem of the misuse of science will be explored.

Offered Spring, 1983

Patrick H. Byrne

Pl 478 The Great Conversation (F; 3)

The history of Western philosophy viewed as a continuous story or debate, which the student must enter. After a short mini-course in practical logic, the course traces the main issues, arguments and problems of Western philosophy through Socrates, Plato, Aristotle, Plotinus, Augustine, Anselm, Aquinas, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Kierkegaard, Nietzsche, Heidegger and Sartre, focusing on the role of human reason and the overcoming of skepticism.

Offered Fall, 1982

Peter J. Kreeft

Pl 484 Greek Tragedy and Greek Philosophy (F; 3)

While Greek tragedy is far from a mere dramatization of philosophical theses, it does raise philosophical issues. The aims of this course are: to become better acquainted with Greek tragedy, and more alert to the philosophical issues it raises, and to see how these issues shaped the thought of Plato and Aristotle and how they might affect our own thought.

Offered Fall, 1982

Arthur R. Madigan, S.J.

Pl 491 Philosophy and Power (F; 3)

Philosophy has played a decisive role in the formulation of the principles for each of the major political movements of our age: Liberalism, Fascism, Communism. This course will study these principles in the interest of discovering certain key relationships between expressions of philosophical thought and practices of political power.

Offered Fall, 1982

James Bernauer, S. J.

Pl 495 Metaphor and Interpretation (S; 3)

A metaphor is "a poem in miniature." Hence, a satisfactory analysis of metaphor requires a study of the creation of meaning in language. This course will bring together representative viewpoints on metaphor from the fields of linguistics, literary criticism and the philosophy of language. The role of metaphor in philosophic discourse will also be discussed.

Richard Cobb-Stevens

Pl 502 Pre-Marxist Russian Philosophy (S; 3)

The course provides an historical survey of the various doctrines, insights, and trends in the pre-revolutionary Russian thought. A special attention will be given to the philosophy of Skovoroda, Chaadaev, Herzen, Dostoevsky, and Solovyov.

Offered Spring, 1983

Joseph L. Navickas

Pl 509 Marx and Weber: The Origins of Society (F; 3)

A comparison of the way in which these two men approach the question of the origin of modern society.

Offered Fall, 1982

David M. Rasmussen

Pl 510 Marx and Freud: The Death of Consciousness (S; 3)

An examination of the dialectic between society and consciousness as it occurs in the work of these two men and their followers.

Offered Spring, 1983

David M. Rasmussen

Pl 517 Philosophical Style (S; 3)

Philosophical style is a product of many worlds. Three twentieth century philosophical styles (pragmatic, logical positivist and existentialist) will be examined from the perspective of the cities in which they developed (Cambridge, MA, Vienna, Paris), of the associations among their major exponents, and of the personal crisis of a major figure in each style. The results of this investigation will then be brought to bear upon defining that elusive dimension of philosophy that we refer to as "style."

Offered Spring, 1983

James Bernauer, S. J.

Pl 520 Basic Marxist Thought (F; 3)

An examination of the development of the thought of Karl Marx from *The Economic and Philosophical Manuscripts* through *Kapital*.

David M. Rasmussen

Pl 523 The Prison Experience (F; 3)

An examination of the prison experience from a variety of perspectives: historical, sociological, literary, cinematic and philosophical. Initially, the course will investigate the historical appearance of the prison institution as a common form of punishment. We shall then consider the literature produced from within the prison experience and recent cinematic expressions of its meaning. Finally, we will study the model of rationality contemporaneous with the birth of the prison and the philosophical sources of penology as human science.

James Bernauer, S. J.
John Michalczyk, S. J.

Pl 525 Revolution and Counter-revolt (S; 3)

There will be five general topics covered in the lectures: 1) Marcuse and the Neo-Marxists 2) The Modern Humanists, and the dying Liberals 3) The Problems of Methodology 4) The God Problem, 5) The Problem of Dialogue and Detente.

Offered Spring, 1983

Frederick J. Adelman, S.J.

Pl 528 Metaphysics of Praxis (F; 3)

A study of the concrete approach to transcendence through human action as found in Maurice Blondel's science of practice and its relation to practical science.

Offered Fall, 1982

Oliva Blanchette

Pl 534 Community and Law (S; 3)

Starting from the understanding of "community" and "society" in sociological analysis, the course will move into a more radical reflection on community as an experience of liberation as well as of sociality, and from this reflection will attempt to account for the need of authority and law as the historical means for the good of communion.

Offered Spring, 1983

Oliva Blanchette

Pl 538 Law, Business and Society (F; 3)

This course is to explore the relationship and interaction among Law, Business and Society, i.e., among the political, economic and social spheres of human life.

Starting from the notion of law and (human) rights, the course will move into a critical reflection on various forms of societies—Greek, Medieval, Modern and Contemporary—as developed throughout history. It will examine how, in each of the above societies, law originated, developed and was manifested within concrete economic and social structures.

Francis Y. Soo

Pl 539 The Worldly Philosophers (S; 3)

This course considers the philosophy of the classical utilitarians, Bentham and Mill, and other early political and economic philosophers such as Hobbes, Locke, Malthus, and Adam Smith, both on their own merits and from the viewpoint of how these thinkers influenced the economic and political thinking of the present day.

Offered Spring, 1983

Gerard C. O'Brien, S.J.

Pl 540 Education and Revolution (S; 3)

A discussion of the origins of revolutionary action in the consciousness of oppression and in the effort to articulate common problems to be resolved by a community, and of the role of "educators" and "education" in fostering or frustrating this process. Readings will include Freire's *Pedagogy of the Oppressed*, Fanon's *The Wretched of the Earth*, Malcolm X's *Autobiography*, and others.

Offered Spring, 1983

Oliva Blanchette

Pl 541 America and the New Social Order (F; 3)

The question: is America undergoing a fundamental transformation towards a new social order as the press, intellectuals, political figures and others have argued, or is it firmly anchored in traditional and classical structures of thought and activity which are strong enough to resist the impending crisis brought on by rapid social change.

Offered Fall, 1982

David M. Rasmussen

Pl 542 Science and Society (S; 3)

The course will explore the interrelation of scientific knowledge and technology, and the structures and institutions of society as found in a variety of historical and cultural settings. In particular the ques-

tion of the use of scientific knowledge for good or evil in our present era will be posed.

Offered Spring, 1983

Patrick H. Byrne

Pl 543 20th-Century Thought (F; 3)

Over the course of the 20th century thus far, four main currents have been confronting each other or living in reciprocal ignorance one of the other. We examine here the origins of each of the four (neo-Thomism, neopositivism, phenomenology, the Marxisms), their interplay, and the central issues that occupy them: problems of man, nature, society and God.

Thomas Blakeley

Pl 545 Social Philosophy in Classical Antiquity (S; 3)

A study of ancient man's outlook on man-in-society and the polis starting from Hesiod and other early poets or other pre-Socratic wise men down to Attic tragedy and the political philosophies of Plato, Aristotle and Cicero.

Offered Spring, 1983

Oliva Blanchette

Pl 554 Philosophy of Poetry and Music (F; 3)

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Joseph Flanagan, S.J.

Pl 561 Freud and Phenomenology (S; 3)

The course will present the chief principles and concepts belonging to the method of psychoanalysis developed by Sigmund Freud. After the close examination of his general psychological theory a philosophical critique of the Freudian method will be given from the phenomenological viewpoint. This critique will introduce a brief sketch of the phenomenological method as applied in existential analysis.

Richard T. Murphy

Pl 563 The Great Philosophers I (F; 3)

The course is designed for philosophy majors and interested seniors. It is an attempt to provide inquisitive and historically oriented students with a full year survey of the major thinkers in the Western tradition. The principal objective of this course is to trace the development of philosophy beginning with the pre-Socratics and moving up through the medievals to the moderns.

Joseph L. Navickas

Pl 564 The Great Philosophers II (S; 3)

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians.

Joseph L. Navickas

Pl 571 Art and Science (S; 3)

This course will explore possible relations between the humanities and the natural sciences. Special emphasis will be given to the shift from classical to contemporary scientific theories of time and space and their artistic analogues. The course is experimental and students will be encouraged to work on personal projects.

Joseph Flanagan, S.J.

Pl 574 Approaches to Language (F; 3)

A comparative study of the different but complementary traditions in German, French and Anglo-Saxon philosophies of language. Emphasis will be placed upon the themes of symbolic expression underlying structural codes and the nature of the speech act. Essays by Cassirer, DeSaussure, Wittgenstein, Austin and Searle should provide a rich and varied backdrop for a discussion of the mystery of human speech.

Offered Fall, 1982

Richard Cobb-Stevens

Pl 577 Introduction to Symbolic Logic (F; 3)

An introduction to formal logic, designed to familiarize students with the expression of ordinary statements in symbolic form, truth-tables, validity of arguments and proofs, quantification of predicates and relations (propositional functions). The importance and limits of logical thinking will be discussed.

Patrick H. Byrne

Pl 578 Philosophy of Mathematics (S; 3)

Prerequisite: Pl 577

A study of the formal foundations of arithmetic and geometry. Besides presenting in detail principles and theorems from these two areas,

this course will investigate the nature of mathematical thought operative in these presentations. The contribution of David Hilbert to the understanding of mathematical thinking will be stressed. The relation between mathematics and the sciences will also be discussed. Though no particular mathematical topics beyond high school geometry will be presupposed, familiarity with mathematical thinking will be helpful.

Patrick H. Byrne

Pl 580 Philosophy of the Cinema (S; 3)

The study of film has traditionally taken place in a closed universe of discourse unrelated to developments in the larger realm of aesthetics. This course will attempt to relate philosophical theories of interpretation—structuralism, phenomenology, psychoanalysis—to the study of film aesthetics. A series of films will be shown and discussed.

Offered Spring, 1983

Richard Cobb-Stevens

Pl 582 Contemporary Marxism (S; 3)

This course will consider modern versions of Marxism as found in contemporary Russia (Soviet Philosophy) and contemporary movements in China. Also trends in the United States emanating from the thought of Marcuse will be considered. Frederick J. Adelman, S.J.

Pl 592 The Acting Person (F; 3)

Pope John II proposes in his book with this title a philosophic account of man that owes much both to Schelerian phenomenology and to the Aristotelian-Thomistic perspective. We will search for the concrete bases of the Pope's thought in Scheler and his predecessors as well as in the thinking of Thomas Aquinas. Thomas J. Blakeley

Pl 594 Metaphysics (S; 3)

First philosophy, or metaphysics, is the core of philosophic activity, its subject-matter being expressed as "being as being." We will make it our task to examine all the central issues of metaphysical concern: what is being? what are the main traits of being as being? what are the main types of being? what are the fundamental operations of being as being? in what ways is being known? This systematic study will be complemented by some attention to the metaphysical principles of Aristotle, Thomas Aquinas, Nicolai Hartmann and Jean-Paul Sartre. Offered Spring, 1983

Thomas J. Blakeley

Pl 596 Intentionality and the Free Will (F; 3)

The lectures will begin by discussing the notion of intentionality as found in St. Thomas and then as developed by Brentano and Husserl. The will theory discussed will have its roots in St. Thomas but then will be up-dated in the light of intentionality. The criticism of determinists like Skinner and of the Existentialists like Sartre will also enter into the final discussions. Frederick J. Adelman, S.J.

Pl 602 Soviet Philosophy Today (F; 3)

Among contemporary philosophical trends, Marxism-Leninism stands out not only as the most extensive but also as the most threatened by modern developments in science and society.

We will examine its origins in the "classics of Marxism", its codification in the textbooks of the 1940's and 1950's, the "de-Stalinization", ending up in "peaceful coexistence" and "détente".

Emphasis will be on the Soviet ability to respond to the "scientific-technological revolution", to empirical sociology, to Freudian psychology, to East-European humanism, to dialogue and Christian renewal, as well as to more theoretical challenges; for example, from neopositivism and from neo-Marxism.

Offered Fall, 1982

Thomas J. Blakeley

Pl 603 The Enlightenment and the Birth of Modernity (F; 3)

A study of the birth of modern rationality in the period of the Enlightenment. The course will examine a variety of Eighteenth Century thinkers in the perspective of the age's major themes: God and Reason, Thought and Superstition, History and Progress, the Idea of Humanity.

Offered Fall, 1982

James Bernauer, S. J.

Pl 604 Philosophy and History (F; 3)

The first part of the course will aim to clarify the nature of historical understanding by examining the work of several historians. We shall then consider several attempts (Hegel, Toynbee, Voegelin) to articulate a philosophical understanding of historical development.

James Bernauer, S. J.

Pl 609 The Greek Intellectual Adventure (F; 3)

It would be hard to match the Greek thinkers of the sixth and fifth

centuries B.C. for creativity and bold imagination. This course explores Greek philosophy up to Socrates with special emphasis on the Pre-Socratics and Sophists, and relevant background from poetry, drama and history.

Arthur Madigan, S. J.

Pl 612 Personality and The Human Sciences (S; 3)

this course will study the role which three human sciences (anthropology, psychology and sexology) have played in shaping our contemporary understanding of personality and in directing our philosophical questions with respect to it. James Bernauer, S. J.

Pl 615 British Empiricism (S; 3)

This course introduces British Empiricism through the examination of the works of Locke, Berkeley, and Hume. These authors will be considered within their historical context. Their influence on contemporary philosophies will be evaluated.

Offered Spring, 1983

Richard T. Murphy

Pl 616 The Development of The Will (F; 3)

It may be news to us, but the idea of will had to be developed. How did this happen? We will try to answer this question through an examination of, among others, Socrates, Plato, Aristotle, the Stoics.

Arthur Madigan, S.J.

Pl 617 Humanism and Anti-Humanism (S; 3)

Humanism, an invention of Athens and Rome, received its most fundamental criticism in twentieth-century Paris. Initially, this course will examine the formation and development of western humanism and the challenge posed to it by the philosophies of Nietzsche and Heidegger. Most of the course will be spent in studying the attempt by contemporary French thinkers (Barthes, Foucault, Levi-Strauss) to articulate an authentically anti-humanistic philosophy.

James Bernauer, S.J.

Pl 622 Michel Foucault (F; 3)

This course will study the works of Michel Foucault. We will examine his philosophical analysis of several modern forms of knowledge (psychology, medicine, penology, sexology) and the relationship of these human sciences to models of rationality and modes of political action.

Offered Fall, 1982

James Bernauer, S.J.

Pl 625 The Problem of Self Knowledge (S; 3)

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide.

Patrick H. Byrne

Pl 626 Hannah Arendt (S; 3)

An examination of Arendt's philosophical achievement: her treatment of the active life of labor, work, action, and the mind's life of thinking, willing, judging. In addition to reading her major texts, there will be consideration of the political and philosophical contexts within which she formulated her thought.

Offered Spring, 1983

James Bernauer, S.J.

Pl 630 Science and The Growth of Knowledge (F; 3)

Stimulated by the appearance of T.S. Kuhn's *The Structure of Scientific Revolutions*, major developments in our thinking about science have taken place over the past two decades. These developments have profoundly affected the social sciences as well as the natural sciences. This course will undertake a careful study of the major contributors to this new view—Kuhn, Popper, Lakatos, Shapere, Feyrabend, Toulmin and Suppe—and situate their thinking in its historical context.

Offered Fall, 1983

Patrick H. Byrne

Pl 638 Plato: Selected Dialogues (F; 3)

A study of (at most) a half-dozen Platonic dialogues, chosen to suit the philosophical interests of instructor and students. For students with some background in Plato.

Offered Fall, 1982

Arthur R. Madigan, S.J.

Pl 640 The Evolution of Greek Metaphysics (S; 3)

What is the root of the metaphysical impulse? How do metaphysical

systems grow? These questions will guide a study of Parmenides, Heraclitus, the Atomists, Plato, Aristotle, and Plotinus.

Arthur Madigan, S.J.

Pl 642 The Critique of Historical Reason (S; 3)

This course will consider the question, "How is the history of philosophy to be thought?" After an initial consideration of the work of Wilhelm Dilthey we shall focus upon the conflict of approaches between the American school of the history of ideas and the French school of structural analysis. Finally, there will be an examination of what principles guide the appropriation of the history of philosophy by contemporary philosophers and historians.

Offered Spring, 1983

James Bernauer, S.J.

Pl 645 Christian Existentialism: Pascal and Marcel (S; 3)

A thoughtful and intensive study and discussion of two little masterpieces: Pascal's *Pensées* and Marcel's *The Philosophy of Existentialism*, emphasizing the issues of skepticism, values, self-knowledge, love, death, faith and freedom.

Peter J. Kreeft

Pl 650 Russian Cultural Philosophy (S; 3)

This course provides an historical, continuing survey of the various trends and developments in the pre-revolutionary, pre-Marxist Russian thinking. It seeks in every aspect of Russian thought the significance of culture for man and his social environment. A special attention will be given to the philosophy of Chaadaev, Lavrov, Chernyshevsky, and Dostoevsky.

Offered Spring, 1983

Joseph L. Navickas

Pl 654 The Emergence of Reality (F; 3)

The theory of evolution profoundly affected the view of reality held in Western thought. The "process philosophies" which arose out of the new world-view continue to have an important impact upon psychology, literature and theology. This course will provide a critical study of major process thinkers—especially A.N. Whitehead—and compare their views with more traditional views concerning being.

Patrick H. Bryne

Pl 657 Greek Ideas of the Divine (S; 3)

How much of our thinking about God do we owe to the Greeks? We will try to answer that question through an examination of the gods and the Good in Plato, of Aristotle's First Mover, and of the Plotinian One. Special attention will be paid to the way in which a philosopher's view of the divine affects his view of the human condition.

Offered Spring, 1983

Arthur R. Madigan, S.J.

Pl 670 (Mc 670) (Sc 670) Technology and Culture (F; S; 3)

This course examines the philosophical, psychological, social, legal and economic sources, impact and direction of modern technology. Attention will focus upon the effects on the individual, society in general and on organizations. The student should expect to raise and analyze significant issues in these areas. A person taking this course should have at least an elementary understanding of some aspect of applied modern technology (e.g. computers, mass communications, etc.), and an interest in where society is and is going in virtue of this burgeoning technology.

William Griffith

Pl 680 The Phenomenology of Edmund Husserl (F; 3)

A study of the major themes of Husserl's early works: intentionality, time-consciousness, the interplay of experience and language, seeing as interpretation. Emphasis will be placed upon the ontological implications of phenomenology.

Richard Cobb-Stevens

Pl 682 Towards an Ontology of Language (F; 3)

An analysis of the problem of language focusing on recent European thinkers, including Heidegger and Merleau-Ponty.

Offered Fall, 1982

William J. Richardson, S.J.

Pl 683 Religion After Freud and Jung (F; 3)

A critical examination of the influences of Freud and Jung in the area of religious attitudes and values.

Offered Fall, 1982

William J. Richardson, S.J.

Pl 686 Issues in Hermeneutics (F; 3)

A study of the major developments and problems that have emerged during the past fifty years in the field of hermeneutics.

William J. Richardson, S.J.

Pl 693 Merleau-Ponty and the Problem of Self (F; 3)

A study of the major texts of Merleau-Ponty as they relate to the problems of the human self.

William J. Richardson, S.J.

Physics

Faculty

Professor Robert L. Carovillano, Chairman of the Department
A.B., Rutgers University; Ph.D., Indiana University

Professor Joseph H. Chen, B.S., Saint Procopius College; Ph.D., University of Notre Dame

Professor Baldassare Di Bartolo, Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Associate Professor Robert L. Becker, B.S., Missouri Schools of Mines; M.S., Ph.D., University of Wisconsin

Associate Professor George J. Goldsmith, B.S., University of Vermont; M.S., Ph.D., Purdue University

Associate Professor Francis McCaffrey, B.S., Providence College; Ph.D., University of Notre Dame

Associate Professor Solomon L. Schwebel, B.S., City College of New York; M.S., Ph.D., New York University

Associate Professor Rein A. Uritam, A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Assistant Professor John H. Kinnier, S.J., B.S., A.B., A.M., Boston College; M.S., Catholic University of America; S.T.L., Weston College

Assistant Professor Francis A. Liuima, S.J., M.S., Boston College; Ph.D., St. Louis University

Research Professor Pradip M. Bakshi, B.S., University of Bombay; A.M., Ph.D., Harvard University

Research Professor Robert H. Eather, B.Sc., Newcastle, University College of the University of South Wales; Ph.D., University of South Wales

Research Professor Gabor Kalman, D.Sc., Israel Institute of Technology

Research Associate and Lecturer Dennis Pacheco, A.B., Brown University; M.S., Ph.D., Boston College

Program Description

The Department of Physics offers alternative courses of study leading to the B.S. or the A.B. degree.

The B.S. program is designed to prepare a student for advanced graduate studies and a professional career in physics. Minimum requirements in the B.S. program are adequate for students planning on immediate employment upon graduation or undertaking certain career directions outside of physics. Courses are in classical and modern physics and emphasize physical concepts and experimental methods. The laboratory program offers broad experience in experimental physics and opportunity to work closely with faculty and graduate students on advanced research projects. Minimum degree requirements for the B.S. are: ten approved courses in physics of which at least eight are numbered above 301; Ph 203–204, Ph 405–406, and with approval, either Ph 505–506 or Ph 535; mathematics through the level of advanced calculus; and two courses in science outside of physics and directed at science majors. The course Ph 480 may be used to replace one semester of the advanced calculus requirement. The normal B.S. physics program includes the intermediate level courses Ph 321, 322, 401, 402, 411, 412, plus approved electives.

The A.B. program is intended for students who desire a comprehensive understanding of physical science, but do not plan to do graduate work in physics. Substantive physics courses emphasizing physical understanding with a minimum reliance on mathematics are combined with a laboratory program designed to meet the individual interests of the students. An integral part of the A.B. program is an examination of the role of science in our contemporary technological society. Minimum degree requirements for the A.B. are: eight approved courses in physics of which at least four are numbered

above 212; two credits of introductory laboratory; Ph 405-406; two courses in calculus; and two courses in science outside of physics.

A physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the departmental honors program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of junior year and no later than the first quarter of senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon: a) Satisfactory completion of a thesis based on the research project; b) Demonstration through an oral examination of a broad comprehension of physics in general and the special field of the thesis. The examining committee shall be appointed by the chairperson and consist of a two member faculty Honors Committee and one additional examiner from the physics faculty or graduate student body.

Course Offerings

Courses numbered below 200 are introductory courses directed generally at non science majors or A.B. physics majors. These courses have no prerequisites and utilize no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the university science core requirement. Ph 209-210 Introductory Physics I, II (Calculus) or Ph 211-212 Introduction to Physics I, II (Calculus) and Ph 203-204 Introductory Physics Laboratory I, II are required of all B.S. biology, chemistry and physics majors. Courses numbered above 301 are advanced offerings primarily for physics majors.

Introductory Courses (Core)

Ph 111-112 Physics for the Curious I, II (F, S; 3, 3)

This course is designed to introduce the non-technically oriented student to physics. The scientific view of the world and the process by which physical laws are discovered will be examined with a historical perspective. The impact on society and upon methods of thought and investigation of such great scientific ideas as Galileo's conception of motion and Einstein's theory of relativity will be broached. Areas of study include the microcosm of atoms and particles, planetary motion and structure of the solar system, the super macrocosm of stellar media, the modern conception of light, radiation and lasers. Recommended laboratory (optional): Ph 101-102

Ph 115-116 Structure of the Universe I, II (F, S; 3, 3)

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include: structure and evolution of the solar system; physics of the sun and planets; space discoveries; creation and structure of stars and galaxies; relativity and cosmology; extra-terrestrial life; astronomical concepts.

Ph 130 Ideas of 20th Century Physics (F; 3)

A course for non-science majors who wish to become conversant with some of the leading ideas in contemporary science that have had a major impact on the modern world, presented in a way that a non-mathematically inclined student can understand. Some of the topics covered include the new ideas of space and time in Einstein's relativity, the non-intuitive concepts of causality in quantum physics, applications of these to atomic physics, nuclear weapons and nuclear power, and the highly exciting new discoveries and theories in space, such as pulsars, quasars, and black holes.

Ph 131 Scientific Thought: Concepts and Growth (S; 3)

The objective of this course is to illuminate those concepts and views of the physical world that play so large a part in our lives. Starting with the contributions of the Greeks and bringing it up to the present, the course will outline the role of mathematics, philosophy, astronomy, physics, chemistry, biology and geology in the formation of our present view of the world about us and the view we have of ourselves. The course is open to all students; there are no prerequisites. The emphasis will be on the concepts of the various sciences, not on their techniques.

Ph 136-137 Space Exploration I, II (F, S; 3,3)

This course deals with Space Age discoveries. Satellites have been used to explore wide areas of the solar system and of deep space; the

results from space missions and from dramatic developments in ground based observational capabilities provide the basis of the course. Physical concepts are developed in context, with an historical perspective provided from the ideas of the early astronomers and philosophers to the current space findings. Topics will include the Sun-Earth system, including solar flares, the solar wind, the magnetosphere and auroras; comparative studies of the other planets; the Moon and planetary satellites; comets; X-ray, gamma ray and radio wave pictures of deep space.

Ph 138 Science and Theology (S; 3)

A study of the interrelationships existing between man and nature and God and nature, as conceived by the scientist and by the theologian. Scientific theories of the origin and continuing existence of the universe will be related to the nature and action of a Supreme Being on a material world. Coordination of physical and theological concepts will be achieved through the use of elementary logical and metaphysical principles.

Ph 168 Physical Principles in Medical Technology and in the Delivery of Health Care

A course primarily designed for students in the School of Nursing consisting of an examination of physical principles of instrumentation and practices commonly employed in medicine, such as traction, blood circulation, fluid pumps, suction and drainage, temperature measurements, optics of the eye, ultrasound, display instruments including graphic recorders and cathode ray tubes, electrocardiography and pacemakers, X-ray and nuclear radiation. Demonstration of medical instruments. Films on relevant topics will be shown.

Ph 171-172 Energy and the Environment, a Technoscientific Perspective I, II (F, S; 3, 3)

A course primarily for non-science majors in which the cultural, historical and scientific origins of our contemporary technological society are explored; the fundamental principles of energy utilization examined; and the impact of technology on resources and the environment studied. Emphasis is on the people and processes of science-technology, and on the fundamental limitations to the availability of energy as a background to the investigation of problems of population, resources, and pollution. Three lectures per week.

Ph 183-84 Foundations of Physics I, II (F, S; 3, 3)

An introduction to the principal concepts of classical and modern physics. Elementary algebra is used in this course but emphasis is on physical understanding rather than mathematical manipulation. Topics include mechanics, electricity and magnetism, heat, sound, optics, and some revolutionary 20th century ideas in relativity and quantum physics and their application to the subatomic world. Recommended Laboratory (optional): Ph 101-102.

Ph 199 Special Projects (F; S)

Individual programs of study and research under the direction of physics faculty members. Credits and requirements by arrangement with the approval of the chairperson. The Department

Ph 209-210 Introductory Physics I, II (Calculus) (F, S; 4, 4)

Prerequisite: Mt 100-101 (may be taken concurrently).

A course primarily intended for those majoring in the physical sciences. The principal areas of physics will be covered at the introductory level with an orientation toward future study of these areas. Primary emphasis will be on classical mechanics and on electricity and magnetism, and also on wave phenomena, thermodynamics, kinetic theory, optics, and topics in modern physics. Four lectures per week. Recommended laboratory (optional): Ph 203-204.

Ph 211-212 Introduction to Physics I, II (Calculus) (F, S; 4, 4)

Prerequisite: Mt 100-101 (may be taken concurrently).

First Semester: An introduction to classical mechanics, including Newton's laws, energy, angular motion, oscillations and gravitation; wave motion acoustics, the kinetic theory of gases and thermodynamics. Second Semester: The fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetism, electromagnetic oscillations and waves, geometrical optics and optical instruments, the wave properties of light, and selected topics in modern physics. Four lectures per week. Recommended laboratory (optional): Ph 203-204.

Electives (General)**Ph 213 Introduction to Physics III (Modern Physics)**

Prerequisite: Ph 211-212 or equivalent.

A continuation of Ph 211-212, developing the fundamentals of modern physics; special relativity, the wave-particle duality, quantum description of a particle, the structure of simple and complex atoms and of molecules, solids and nuclei, elementary particles. (Not intended for B.S. physics majors who are expected to enroll in Ph 321-322).

Ph 248 Computer Applications in Natural Sciences (S; 3)

Prerequisite: Ph 209-210 or Ph 211-212 and calculus beyond the level of Mt 100-101.

The student will become familiar with a high-level computer language designed for application in science, and with some mathematical procedures frequently utilized on computers, including numerical approximations, eigenvalue problems, Fourier transforms, optimization and simulation. Also, assembly language for one microcomputer system will be employed, with attention to the procedures for the exchange of information between computers and various laboratory devices. The course should be equally useful to students majoring in any area of science; however it is not intended to satisfy the minimum requirements for courses within any major.

Ph 301 Introduction to the Principles and Techniques of Photography (F; 3)

This course is designed to provide students in the arts, sciences and humanities with a working knowledge of photographic techniques and of the use of photography as a medium for artistic expression. It covers the techniques for utilization of common photographic equipment and materials as well as photography's historical origins and physical fundamentals. Practical experience in darkroom procedures and in the utilization of various types of photographic apparatus is provided through laboratory exercises. No previous background in science or math is required. Enrollment limited. Two lectures and one laboratory period per week. Lab fee: \$50.00. George J. Goldsmith

Laboratory Offerings**Ph 101-102 Basic Laboratory I, II (F, S; 1, 1)**

A course which provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week. Lab fee: \$25.00. Francis McCaffrey

Ph 203-204 Introductory Physics Laboratory I, II (F, S; 1, 1)

A laboratory course which provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One two-hour laboratory period per week. This lab is intended for students in Ph 209-210 or Ph 211-212. Lab fee: \$50.00 Francis McCaffrey

Ph 405-406 Physics Laboratory I, II (F, S; 1, 1)

Selected experiments in atomic, nuclear and solid state physics, electronics, and spectroscopy designed to familiarize the student with experimental methods. Primarily for physics majors. Others may be admitted with permission of the instructor. One laboratory period per week. Lab fee: \$50.00. The Department

Ph 505-506 Experimental Physics I, II (F, S; 1, 1)

A continuation of Ph 406 with emphasis on contemporary physics problems. Primarily for senior physics majors. Others may be admitted with permission of the instructor. One laboratory period per week. Lab fee: \$50.00. The Department

Electives (Primarily for Majors)**Ph 321 Introduction to Relativity and Quantum Physics (F; 4)**

A study of the structure of matter according to quantum principles: thermal radiation and Planck's postulate; photon properties; relativity; wave-particle duality; the Bohr atom; introduction to wave mechanics; simple solutions to the Schrodinger equation.

Ph 322 Introduction to Thermal and Statistical Physics (S; 4)

A study of the structure of matter according to classical and quantum principles: basic probability concepts; the application of statistical

ideas to systems of particles in equilibrium; the interrelation of atomic concepts and general macroscopic thermodynamics; methods of statistical mechanics and applications to simple systems.

Ph 327 Applied Physics (S; 3)

Prerequisites: Ph 209-210 or Ph 211-212 and Mt 100-101 or permission of the instructor.

The physical principles of the application of solid materials to electronic, optical, and electro-optical devices. Topics will include preparation and structure of semiconductor crystals; and the basic physics of the electrical properties of solid state devices including junctions, diodes, transistors, photoconductors, and lasers.

Ph 332 Optics (F; 3)

A treatment of geometrical, physical, and modern optics, with emphasis on the latter areas including applications. Optical systems, Fraunhofer and Fresnel diffraction, interference, polarization, Fourier transform spectroscopy, holographs, and lasers.

Ph 399 Scholar's Project (F; S)

Reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the approval of the chairperson. The Department

Ph 401 Mechanics (F; 4)

Classical mechanics at the intermediate level. Particle dynamics and oscillations in one dimension. Conservative forces. Conservation principles: energy, momentum, angular momentum. Particle dynamics, orbit theory, and stability for central forces; the Kepler problem; Rutherford scattering. Accelerating frames of reference. Rigid body dynamics. Introduction to Lagrange's equations.

Ph 402 Electricity and Magnetism (S; 4)

Electricity and magnetism at the intermediate level. Electrostatics; Laplace's equation. Magnetostatics. Maxwell's equations; electromagnetic waves. Electron theory; dispersion; theory of the dielectric constant. Electromagnetic radiation.

Ph 411 Atomic and Molecular Physics (F; 4)

A course at the intermediate level: Simple and multi-electron atoms; Schrodinger equation; Pauli principle; atomic spectra, Zeeman and Stark effects; selection rules; X-rays; molecular physics.

Ph 412 Nuclei and Particles (S; 4)

A course at the intermediate level: Structure of the nucleus. The neutron; the deuteron. Alpha decay; beta decay. Nuclear models. Nuclear reactions; collision theory. Nuclear forces. High energy physics; systematics and properties of elementary particles; symmetries.

Ph 421 Molecular Structure and Spectra

This course will present a treatment of the electronic, vibrational and rotational spectra of molecules and will relate these spectra to the symmetry and structure of these systems. This treatment will include both absorption and emission of radiation, selection rules, and Raman scattering. Elements of chemical kinetics of simple molecules will also be presented.

Ph 425 Introduction to Solid State Physics (F; 3)

Prerequisite: Mt 100-101; one year of physics.

A survey of solid state physics, including: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids and superconductivity. Physical characterization of materials. Open to all science majors.

Ph 432 High Energy Physics

A course that surveys the historical and conceptual development of ideas about the subnuclear realm. Topics include kinematics of high-energy reactions, particle properties and schemes of systematizing particles, invariance principles and symmetries, selection rules, interaction types, especially the weak and strong. Special relativity will be developed as needed.

Ph 480 Introduction to Mathematical Physics (S; 3)

Determinants, matrices and their application to the solution of linear differential equations. Other areas to be studied are: Fourier series, Laplace and Fourier transforms.

Ph 515 Physics of Fluids

Prerequisite: Mt 300-301 or equivalent

This course is intended to expose the student to non-linear phenom-

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POLITICAL SCIENCE

ena and properties of continuous media. Elements of fluid dynamics, compressible flow, acoustics, shock waves; Navier Stokes equation; hydromagnetism.

Ph 525 Plasma Physics

Introduction to the problems, methods and concepts of plasma physics. Applications to controlled fusion research and space and astrophysical situations. Particle motions, fluid and kinetic models. Equilibrium and stability of plasma configurations. Plasma waves. Radiation from plasmas.

Ph 535-536 Projects in Experimental Physics I, II (F, S; 3, 3)

Prerequisite: Permission of chairperson.

Individual research problems in atomic, nuclear, and solid state physics. Advanced studies in the application of contemporary techniques to experimental physics. Project approval must be obtained prior to the beginning of the semester, normally at the time of pre-registration. One lecture and two laboratory periods per week. Lab fee: \$50.00. *The Department*

Ph 599 Readings and Research in Physics (F; S)

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Credits and requirements by arrangement with the approval of the chairperson.

The Department

Ph 610 Coherent Optics and Lasers (S; 3)

A course at the advanced undergraduate and graduate level; Huygen's principle, Fourier transforms, array theorem, image formation and impulse response, resolution, the transfer function, diffraction and interference with partially coherent light, image formation with coherent light, coherent optical data processing, holography, various types of lasers and their applications.

Ph 615 Astrophysics and Cosmology

The overall structure of the Universe: galaxies, clusters, stars. Outlines of general relativity. Principles of stellar evolution. Hydrostatic equilibrium, radiative transfer, nuclear processes. Late phases of stellar evolution: White dwarfs and neutron stars. Black holes. Pulsars. Galactic structure. Quasars. Cosmological theories and their tests.

Graduate Electives with Approval

Ph 711 Classical Mechanics (F; 4)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media.

Ph 732 Electromagnetic Theory I (S; 4)

Physical basis for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields.

Ph 741 Quantum Mechanics I (S; 4)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle.

Ph 835 Mathematical Physics I (F; 3)

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions.

Political Science

Faculty

Professor David Lowenthal, A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

Professor Marvin C. Rintala, A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Professor Robert Scigliano, A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Professor Peter S.H. Tang, A.B., National Chengchih University; A.M., Ph.D., Columbia University

Professor Robert K. Woetzel, A.B., Columbia University; Ph.D., Oxford University; J.S.D., Bonn University; Certificate, Hague Academy of International Laws

Associate Professor Gary P. Brazier, B.S., Southern Illinois University; Ph.D., University of Minnesota

Associate Professor Christopher J. Bruell, A.B., Cornell University; A.M., Ph.D., University of Chicago

Associate Professor Donald S. Carlisle, A.B., Brown University; Ph.D., Harvard University

Associate Professor Robert K. Faulkner, A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Associate Professor Donald L. Hafner, A.B., Kalamazoo College; Ph.D., University of Chicago

Associate Professor Marc K. Landy, A.B., Oberlin College; Ph.D., Harvard University

Associate Professor David R. Manwaring, Chairman of the Department

A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Associate Professor Kay L. Schlozman, A.B., Wellesley College; A.M., Ph.D., University of Chicago

Assistant Professor Dennis Hale, A.B., Oberlin College; Ph.D., City University

Assistant Professor Susan M. Shell, B.A., Cornell University; Ph.D., Harvard University

Instructor Rolf G. Wichmann, B.A., M.A., University of California at Berkeley

Program Description

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, journalism, graduate work, and teaching in the social sciences.

Requirements: All students in the department are required to take Fundamental Concepts of Political Science as the first course. A minimum of 8 courses should be taken in Political Science electives distributed among each of the following areas: American Government, Comparative Government, Political Theory and International Politics. Students who select Urban Affairs as the area of concentration may reduce their elective courses in political science from 8 to 7.

Course Offerings

Core Courses: Introductory

Students may take only one of these sequences.

Po 021-022 American Government (F, S; 3, 3)

This course is an extended treatment of the essentials of American Government (national, state, local), and of selected policy issues. Counts toward core requirement.

Not offered 1981-82

Kay Schlozman

Po 024 Politics and Government in America (S; 3)

This course will serve as an introduction to American national political structures and processes. Topics covered include political parties, pressure groups, Congress, the Presidency, the bureaucracy and the Supreme Court. Attention will be given to contemporary political developments as they illustrate typical patterns of American politics. Note: Not open to students who have taken Po 061. Counts toward core requirement.

The Department

Po 041-042 Fundamental Concepts of Political Science (F, S; 3, 3)

Introduction to the study of government systems, basic political con-

cepts and political science as a scholarly discipline. For majors only.
Counts toward core requirement.

Dennis Hale
Marc Landy
Marvin Rintala
Susan Shell
Rolf Wichmann

Po 061 Perspectives on American Democracy: The Organization of Power (F; 3)

Po 061 and 062 are designed as a year-long sequence providing a complete and integrated introduction to the workings of American politics; however, either semester course may be taken separately if desired. Po 061 analyzes the American political system with particular attention to how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Stress is on those aspects of the system that make it work the way it does, and on the moral pro's and con's of both process and results. Counts toward core requirement.

David R. Manwaring

Po 062 Perspectives on American Democracy: Major Issues of Public Policy (S; 3)

Public policies in selected areas (including monopoly control, labor-management relations, protection and promotion of civil rights, land and water management, social welfare, delivery of health and education services) will be surveyed. Examination of cultural, social and political factors will attempt to demonstrate how public policies are defined, resolved and administered, and by whom. For non-majors. Counts toward core requirement.

Gary P. Brazier

Po 071 Political Classics (F; 3)

A one-semester introduction to the study of political matters through the careful analysis and discussion of several outstanding writings, ancient and modern. Special emphasis is given to the problem of determining the nature, aim and forms of political community. Readings will be drawn from Plato, Shakespeare, Machiavelli, Bacon, Locke, Lincoln, Marx, Churchill, Orwell. The class will divide into small discussion sections on Fridays. Counts toward core requirement. Non-majors only.

David Lowenthal

Special Undergraduate Courses

Un 201 Urban Affairs Symposium (S; 3)

Prerequisite: Completion of one of the following or their equivalent: Ec 394, Hs 565, Po 311, Sc 175.

This course provides the core of the Urban Affairs concentration and is required of those students in the program. The purpose of the course is to bring together students, faculty, and practitioners, from a wide variety of disciplines and endeavors, to address the problems currently facing our metropolitan centers. Problems such as urban unemployment and poverty, political fragmentation, housing and transportation will be considered. Such problems shall emerge and response will be designed in the context of a "gamed" environment in which students take on roles and actions which a simulated city would require. Through the use of gaming simulation techniques in conjunction with the usual lectures and discussion groups the integrated and "interdisciplinary" nature of urban phenomenon will emerge. Hopefully, solutions to urban difficulties which remain hidden from the restricted vision of single disciplines will appear.

Po 281 or 282 Individual Research in Political Science (F, S; 3)

One semester of research under the supervision of a member of the department and culminating in a long paper or some equivalent. The permission of teacher desired must be solicited. The Department

Po 291-292 Senior Honors Program in Political Science (F, S; 3, 3)

A year of individual research, culminating in a thesis. For selected seniors. Time to be arranged jointly by each student and his or her advisor. The Department

Undergraduate Electives

Undergraduate seminars, listed at the end of each of the four fields, meet once a week and are limited to twenty students, primarily juniors and seniors.

American Politics

Po 302 American National Government (S; 3)

This is a survey of American national government and politics. Among the topics treated are: the constitutional founding, Congress, the Presidency, the Supreme Court, political parties and elections, and civil liberties and equality. An intensive core course; not open to freshmen. Robert Scigliano

Po 303 The Modern Presidency (F; 3)

An investigation of the development of the Presidency in the Twentieth Century. Special attention will be given to the manner in which the activist presidents from Teddy Roosevelt to Jimmy Carter have attempted to reconcile the role of domestic steward with that of world leader. Note: Not open to students who have taken Po 304. Not offered 1981-82 Marc Landy

Po 304 American Presidency (S; 3)

An examination of the American Presidency in the views and actions of major Presidents; in electoral politics; and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership. Note: Not open to students who have taken Po 303. Not offered 1981-82 Robert Scigliano

Po 305 State and Local Government (F; 3)

Analysis of state constitutions, legislative, executive, and judicial organization and procedures; political parties, political interest groups and elections; state-local government relations; personnel, finance, and major functions. Offered 1982-83 Gary P. Brazier

Po 307 American Parties and Elections (F; 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of the media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of the issues, personalities and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in structuring political conflict and the role of elections in enhancing citizen control of political leaders. Kay Schlozman

Po 308 Public Administration (S; 3)

This is a general survey of the theory and practice of administration in the public sector. Among the topics treated are: theories of organization and administration, leadership, communication, budgeting, administrative law, personnel practices, and public unionism. Special emphasis will be placed upon encouraging the student to develop an understanding of the problems and potential of administration in public organizations. Dennis Hale

Po 309 The Legislative Process (F; 3)

This course examines the policy making process in American legislatures. It focuses primarily on the U.S. Congress. The course attempts to assess the impact of the following factors on the legislative process: committee structure, interest groups, individual personality, established procedure, legislative elections, legislative staff, the Executive, and party leadership. The Department

Po 310 Politics and the Administration of Justice (S; 3)

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights. A discussion section will be run for graduate students, given sufficient demand. Not open to students who have taken Po 313-314. David R. Manwaring

Po 311 Urban Politics (F; 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and an assessment of political alternatives for the governing of urban areas. Dennis Hale

Po 313 Political Life in American Democracy (F; 3)

This course will consider the political life of the ordinary American citizen focusing upon such questions as how citizens learn about the political system, how they participate in political life and what they think about political issues. Attention will be given to the special concerns and approaches of certain politically relevant social groups such as students, blacks, women, and white workers. Special emphasis will be placed on the question of how much difference the preferences and opinions of ordinary citizens should and do make in American democracy.

Not offered 1981–82

Kay Schlozman

Po 316 Topics in American Politics: The President, Congress and the War Power (S; 3)

A study of the role of the President and Congress in foreign policy, particularly with respect to the use of military force. The course considers the intention of the Founding Fathers and political practice from the late eighteenth century to the present.

Robert Scigliano

Po 319 National Security Policy (F; 3)

An analysis of basic security policy issues facing the United States in a nuclear world, with specific reference to such contemporary matters as current nuclear strategic policy, arms limitation, American military commitments abroad, and the relationship of the military to a democratic society. (Fulfills departmental distributional requirement in either American or International Politics.)

Donald L. Hafner

Po 320 Debates on Civil Liberties (S; 3)

Instructors will debate policy alternatives in the area of church-state relations, freedom of speech and press and defendant's rights. Historical, legal and philosophical materials are used to explicate these issues. Particular attention is paid to problems raised by school prayers, aid to church schools, obscenity, revolutionary political groups, and police interrogation and surveillance. A discussion section will be run for graduate students. Intensive core course; not open to freshmen.

Not offered 1981–82

David Lowenthal

David R. Manwaring

Po 321 American Constitutional Law (F; 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power, and the Court's special role as protector of individual rights.

David R. Manwaring

Po 324 Federal Administration (S; 3)

This course will be devoted to an examination of the politics of public organization and administration at the level of American national government. Special consideration will be given to the political relationships involving the President, federal agencies, Congress, and private interest groups. An underlying theme of the course will be an assessment of the political problems inherent in policy implementation, policy change, and accountability in the federal bureaucracy.

Offered 1982–83

Dennis Hale

Po 325 Intergovernmental Relations (F; 3)

An analytical survey of theories, institutions, and forces that shape the distribution and utilization of governmental power within the United States federal system. Particular attention given national-state-local relations and the emerging problems of area and administration.

Offered 1983–84

Gary P. Brazier

Po 327 Politics and Policies in Metropolitan Areas (F; 3)

An investigation of the politics and administration and characteristic problems of metropolitan areas. Special consideration given to the impact of shifting populations on such public policies as land use, housing, welfare, education, and law enforcement.

Gary P. Brazier

Po 328 Women in Politics (S; 3)

In this course various aspects of women's experiences in political, economic and social life will be examined in order to understand how citizens who share common experiences and interests gain awareness of those interests and become a politically relevant force. Attention will be paid to the woman's movement both as it emerged during the 19th century and as it is developing today.

Not offered 1981–82

Kay Schlozman

Po 329 American Political Ideas and Institutions (F; 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

Robert Scigliano

Po 330 The Politics of Health and Welfare (S; 3)

Not offered 1981–82

The Department

Po 332 The "Great Rights": The First Amendment and American Democracy (S; 3)

Intensive consideration of two distinctly American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press; and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will also be devoted to political and social impact of these principles and recent political controversies which they have fostered.

Offered 1982–83

David R. Manwaring

Po 334 The Politics of Energy and the Environment (S; 3)

This course assesses the impact of politics upon environmental control and energy development. Among the specific policy areas which it examines are: air and water pollution, hazardous waste disposal, land use, coal, oil, electricity production and nuclear energy.

Marc Landy

Po 336 Pressure Groups: Private Power and the Public Interest (S; 3)

This course will examine the nature of private interest groups and their role in the formation of public policy. Special attention will be paid to the degree to which the public interest is served—or is not—by the process of competition between such groups. Extensive use will be made of case studies such as the politics of medicare, pollution, and corporate regulation.

Kay Schlozman

Po 338 Judicial Process (S; 3)

A study of the American judicial process from the initiation of cases to their final determination. Special attention will be given to the tensions between the judiciary and the other branches of government and, consequently, to the question of the proper place of judges in a democratic political system.

Not offered 1981–82

Robert Scigliano

Po 339 Public Policy (F; 3)

A systematic study of the determinants, content and outcomes of public policy making in the United States and of the methods which have been developed for analyzing policy formation in specific public program areas. Special attention will be paid to evolutionary trends in policy making and their likely effects upon the future scope and substance of governmental activity.

Marc Landy

Po 341 Representation (F; 3)

Not offered 1981–82

Robert Scigliano

Po 343 Politics and Inequality (F; 3)

This course will consider the nature of political and social inequality and its relation to politics. Various bases of inequality—race, sex, class, age, caste—will be discussed. The course will also examine political demands for equality and the ways in which modern governments intervene in society to promote equality. Although illustrative materials will be drawn mainly from American politics, other nations—traditional and modern—will be discussed as well.

Not offered 1981–82

Kay L. Schlozman

Po 345 Citizenship (F; 3)

A study of citizenship in the American political system; the Constitution, Supreme Court decisions, and so forth. Research papers into aspects of citizenship will be assigned.

Robert Scigliano

Po 352 Urban Politics Seminar (S; 3)

Seminar in Political Biography. This seminar will study urban politics by studying the lives of city politicians, as recorded in biographies and autobiographies. Primarily these will be studies of mayors, but some lesser office-holders (aldermen, ward leaders, etc.) and some higher office-holders (governors) will be included for comparison.

The study of political biography will provide an opportunity to study the motives, personalities, and careers of politicians at the level of local government; the cities themselves; and the institutional and political framework of city government. Subjects will include the following: James M. Curley of Boston; Al Smith, Fiorello LaGuardia, Robert Wagner, John Lindsay, William Tweed, and Carmine DiSapio, all of New York City; Ed Crump of Memphis; Tom Pendergast of Kansas City; Cermak and Daley of Chicago; Huey Long of Louisiana; Richard Lee of New Haven; and Kevin White of Boston.

Dennis Hale

Po 354 Public Administration Seminar (S; 3)

This will be an advanced undergraduate seminar for those students wishing to pursue the subject of public administration beyond the introductory level. Among the topics to be considered are the following: the theory of administration; public administration as a government function and as a scholarly discipline; the nature of modern bureaucracy; the expanding apparatus of the central state; public budgets; recruiting and managing personnel in public agencies; and the distinctions among federal, state, and city administration. Readings will draw on case studies, scholarly journals, and the most recent books in the field. Prerequisite: Po 308, Po 324, or permission of instructor.

Not offered 1981-82

Dennis Hale

Po 355-356 Internship Seminar: Policy and Administration in State and Local Government (F, S; 6, 6)

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities.

Juniors and seniors selected on the basis of fitness for assignment to public offices.

Gary P. Brazier

Po 358 Comparative State Legislatures (S; 3)

This course examines the current effort to move beyond case studies of individual state legislatures to a broader and more theoretical comparative approach. Topics will include: characteristics of individual legislators, committee systems, the "professionalization" of state legislatures, state legislative elections, the impact of legislative procedures on policy outcomes, and the attempt to assess the performance of state legislatures.

Not offered 1981-82

The Department

Po 364 The New Deal: A Transformation of American Politics and Public Policy (S; 3)

An examination of the New Deal in terms of American political development. It includes an intensive examination of the specific political and policy developments and debates of the period and of the role of FDR's political leadership in shaping those developments.

Not offered 1981-82

Marc Landy

Po 366 Political Economy and Public Policy (S; 3)

This seminar examines the contribution of a selected group of contemporary economists to debates about the purposes of public policy and the appropriate means for achieving those purposes. Specific topics to be analyzed include: economic growth; regulation of business; planning; inflation; income redistribution and the public use of private incentives.

Marc Landy

Po 371-372 Women in Political and Governmental Careers (F, S; 3, 6 undergraduate; 3, 3 graduate)

A year-long program designed to encourage and educate women in the intricacies and realities of the political world and to develop the skills necessary to seek appointive or elective office and employment in local, state or national government. Entry into this special program is by permission of the instructor.

Betty Taymor

Comparative Politics

Po 405-406 Politics in Western Europe (F, S; 3, 3)

A comparative analysis of political thought, action, and organization in the United Kingdom, France, Germany, Sweden, and Switzerland. Serves as an introduction to the study of comparative politics. Intensive core course; not open to freshmen.

Marvin Rintala

Po 408 The Government and Politics of East Central Europe (S; 3)

This course analyzes the political development as well as domestic and foreign policies of eight Communist-controlled countries of East Central Europe, namely, Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. Emphasis is placed on their Communist seizure of power, processes of Sovietization, as well as their relations among the Communist bloc countries and with non-communist countries. Special attention is paid to the character of the Party and state, quality and standing of the leadership, as well as formulation and evolution of the political, military, economic, social and cultural policies.

Peter S. H. Tang

Po 409 The Soviet Political System (F; 3)

This course traces the Soviet state through its phases under Lenin, Stalin, Khrushchev and Brezhnev. The contemporary Soviet political system will be analyzed, with special emphasis on the role of the Communist Party and the problem of totalitarianism. Considerable attention will be devoted to the problems of social class, nationality, and dissent in a modern industrial polity.

Donald S. Carlisle

Po 411 Government and Politics of China (F; 3)

A survey of the ideological framework, historical development, organizational structure and operational techniques of contemporary Chinese political institutions. An analysis of the communist ideology, policies and instruments of power, including the Party, state, economic, social, military, and propaganda machines and such drives as the struggle against revisionism and the cultural revolution.

Peter S. H. Tang

Po 412 Comparative Urban Politics (S; 3)

A comparison of selected American and non-American cities with respect to their traditions, politics and problems.

Gary P. Brazier

Po 413 Development and Modernization in the Third World (F; 3)

Comparative analysis of development strategies in less developed countries. Theories of development and modernization will be discussed as well as development policy in mainly contemporary and some historical experience. Special attention will be paid to agrarian transformation and land reform, industrialization, trade, and capital and technology transfer. The course will also focus on the role of institutions in development and modernization processes and will analyze the nature of the traditional peasant economy.

Rolf Wichmann

Po 414 Power and Policy: The USA and the USSR (S; 3)

An analysis of the parallel, divergent, and interacting development patterns of the Soviet Union and the United States since 1929. Both domestic and foreign policy will be examined. The triangular relationship of the U.S.S.R., the U.S.A., and China will also be explored. Political leadership, policy problems, and ethnic-national issues in both the Soviet and American systems will be given special attention.

Not offered 1981-82

Donald S. Carlisle

Po 422 Crisis Politics: Violence, Revolution and War (S; 3)

This course explores theories (philosophical, anthropological and biological) regarding the roots of violence, revolution and war. We will then analyze selected historical episodes, including French, Russian and Chinese Revolutions, the Nazi experience and "total war" in the twentieth century. Attention will also be given to the Vietnam episode and to events in America. Intensive core course; not open to freshmen.

Not offered 1981-82

Donald S. Carlisle

Po 426 Revolution and Social Change in the Islamic Middle East (S; 3)

This course will offer an introduction to the politics of the Middle East in the 20th Century as well as a description and analysis of the social and political forces that are transforming it. Subjects to be covered will include Islam and traditional Islamic political and social institutions, the impact of the West and colonialism, nationalism, radicalism, and the revival of militant fundamentalist Islam as a political force in the region.

Not offered 1981-82

Rolf Wichmann

Po 428 State and Development in Latin America (S; 3)

This course will discuss the role of the state in the economic devel-

opment and social transformation of Latin America. Development policies as well as the social and political forces influencing their formulation will be analyzed. Of particular interest will be the comparative analysis of populist, socialist and military-technocratic states and their respective development policies. After a general overview, the course will focus on Brazil, Chile, Peru, Cuba, Nicaragua and Mexico.

Rolf Wichmann

Po 451 Problems of Political Development (F; 3)

This seminar will allow the student to combine a study of the literature of Political Development with consideration of substantive issues in the field as they apply to the problems of particular countries. Specific area to be announced.

Not offered 1981-82

The Department

Po 453 Politics and Social Change in the Contemporary Middle East (F; 3)

This seminar will focus on a number of topics of special relevance to the study of the region. Topics will include Arab nationalism and socialism, traditional Islamic political and social institutions, contemporary Islamic radicalism, the relationship between oil revenues and national development, regional rivalries and conflicts, and the influence of great powers in the area.

Rolf Wichmann

Po 461 Power and Personality (F; 3)

This seminar examines both the significance of personality in seeking, exercising, and losing power and the significance of seeking, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, and Adolf Hitler, and finally on student research projects.

Marvin Rintala

Po 462 Parties and Party Systems (S; 3)

This seminar tries to define the concepts of party and of party system and to distinguish different types of parties and of party systems in selected modern political systems, especially in Western Europe. Class discussion will focus first on common readings and then on individual research projects.

Not offered 1981-82

Marvin Rintala

International Politics

Po 501 International Politics (F; 3)

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics. Intensive core course.

Donald L. Hafner

Po 504 International Politics of Europe: World War II to the Present (S; 3)

A study of the main currents of international relations among European nations in recent decades, focusing particularly on the forces which brought about Europe's division into East and West and contemporary developments which now may be easing that division.

Not offered 1981-82

Donald L. Hafner

Po 505 American Foreign Policy (F; 3)

An examination of major patterns of United States foreign policy with special emphasis on the twentieth century. Contemporary problems of foreign policy, e.g. SALT, The Middle East and Indo-China, will be treated in the context of international relations with special reference to area and subject factors, and milestones of American foreign policy and the U.S. decision-making process, as illustrated by case studies. The effect of current events are dealt with in regular discussion and related to the subject matter of the course.

Robert K. Woetzel

Po 506 Soviet Foreign Policy (S; 3)

In this course Soviet international behavior will be treated in terms of three sectors: (1) policy toward the West, (2) policy regarding non-Communist underdeveloped countries; (3) policy toward other Communist states and non-ruling Communist parties. Topics such as the Comintern, "Socialism in One Country," the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered.

Not offered 1981-82

Donald S. Carlisle

Po 507 International Communist Movement (F; 3)

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engels, Lenin, Stalin, Mao, and Castro. An examination of the political, economic, social, and cultural transformation of the communist countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement.

Peter S. H. Tang

Po 509 International Organization (F; 3)

The study of the search for peace, world order and welfare. International organizations will be studied as independent actors in world affairs; as processes for institutionalizing relations among states, sub-national and transnational groups; and as means through which a nascent international community pursues common objectives. Topics include the United Nations, regional integration, regional organizations, functional organizations and issues of current importance such as the eco-crisis, the demands of the Third World, the superpowers and world organization.

Not offered 1981-82

The Department

Po 510 Comparative Foreign Policies (S; 3)

An examination of the foreign policies of major powers of the twentieth century, including Britain, France, the two Germanys, the U.S.S.R., China and Japan on problems of relevance to the United States, e.g. European security, peace in the Far East, and the development of less industrialized countries. Domestic factors are related to foreign policy. Special reference will be made to the policies of the developing nations as they affect the peace and security of mankind. Current events are discussed in the context of lecture-discussions.

Robert K. Woetzel

Po 512 Sino-Soviet Relations (S; 3)

A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world.

Peter S. H. Tang

Po 516 International Politics: The American Perspective (S; 3)

This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political as well as the intellectual foundations of American international behavior will be studied.

Not offered 1981-82

Donald Hafner

Po 522 Politics of the Third World: Communism, Nationalism and Modernization (S; 3)

A study of the interaction of nationalism and cold war politics in the economic and political development of countries in Asia, Africa and Latin America. Subjects dealt with include the relevance (as seen by both sides) of communist ideology to problems of nation-building and development; indigenous movements such as pan-Africanism and pan-Arabism; Sino-Soviet competition for support from the national liberation movement; and the evolution of American, Soviet and Chinese policies toward selected countries such as India, Cuba, and the Congo, as well as local conflicts such as the Arab-Israeli confrontation.

Not offered 1981-82

Peter S. H. Tang

Po 523 International Protection of Human Rights (F; 3)

Concepts of human rights are traced from a historical perspective with special reference to political, social, and economic aspects of contemporary covenants. Practices of governments and peoples relating to observance or violations of human rights are examined with respect to national enforcement and constitutional safeguards of civil rights and civil liberties. The protection of human rights in international law and the humanitarian imperative in international relations are stressed.

Robert K. Woetzel

Po 524 The United Nations (S; 3)

The evolving constitutional law of the United Nations and international practices and precedents emanating from the world body are analyzed with special reference to the interrelationships between the system of sovereign nation states and international organizations. Specialized agencies of the United Nations are studied as well as perspectives for future world order. Progress in international con-

ceptions from the League of Nations to the present and problems of theory and reality in international law and politics are examined.

Robert K. Woetzel

Po 525 Politics of World Economic Order (F; 3)

The Department

Po 528 Legal Controls of International Conflict (S; 3)

An examination of the causes and effects of international conflict from classical crimes such as piracy and slavery to the Nuremberg type of offenses such as war crimes, crimes against humanity including genocide, and crimes against peace, to the more modern crimes including highjacking, kidnapping, *apartheid* and all forms of racial discrimination, pollution, international drug traffic and terrorism. An analysis of possible solutions to these problems including national and international commissions of inquiry, *ad hoc* tribunals, and implementation legislation and mechanisms. Relevant national and international instruments for dealing with these issues are reviewed, including codes of offenses against peace and security of mankind.

Not offered 1981-82

Robert K. Woetzel

Po 551 International Law and Politics (F; 3)

This seminar is designed to acquaint students with fundamentals of international law and politics. It consists of basic readings in these fields including works on International Law and Organization. The student is prepared to acquire a comprehensive view of the relations between problems of politics and law in the international sphere. International problems relating to individual responsibility under international law are specially treated. Current events relating to this *Problematik* are dealt with in regular discussions.

Robert K. Woetzel

Po 562 Contemporary International Politics Analysis (S; 3)

An examination of contemporary, theoretical perspectives and analytic techniques applied to the relations among nations. Some background in American or European foreign policy or in international relations is recommended.

Not offered 1981-82

Donald Hafner

Po 563 America in Vietnam (F; 3)

Donald Hafner

Political Theory

Po 601 Introduction to History of Political Philosophy (F; 3)

An introduction to the history of political philosophy. Readings will include works of Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Rousseau and Nietzsche.

Susan Shell

Po 604 Problems of Liberal Society (S; 3)

Readings from political theorists, statesmen, Supreme Court justices and novelists about such problems as: 1) the nature and limits of liberty; 2) the meaning of equality; 3) the use of force in international affairs; 4) the status of virtue.

Not offered 1981-82

David Lowenthal

Po 606 Foundations of Modern Political Philosophy (S; 3)

An introductory consideration of a few seminal works that have shaped subsequent theories and, to some extent, modern civilization. Readings for 1981-82 will be drawn from works of Machiavelli, Bacon, Hobbes, and Nietzsche.

Robert K. Faulkner

Po 608 American Political Thought (S; 3)

A study of the fundamentals of American politics, as revealed in the speeches and writings of statesmen and commentators. Readings will be drawn from the works of Benjamin Franklin, Alexander Hamilton, John Calhoun, Abraham Lincoln, Frederick Douglass, Woodrow Wilson, F. D. Roosevelt, and selected contemporary figures. A graduate section may be offered.

Not offered 1981-82

Robert K. Faulkner

Po 612 Political Philosophy of Plato (S; 3)

Plato's analysis of the place of love in the soul is central to his political understanding. This can be seen in the *Republic* in his proposal to abolish the family and in his suggestion that tyranny can be understood as an extreme form of eros. The course this semester will attempt to explore this aspect of Plato's political thought through a reading

of the *Lysis* and the *Symposium*. No previous study of Plato is required.

Not offered 1981-82

Christopher J. Bruell

Po 614 The Behavioral Study of Politics (S; 3)

An examination of the philosophy, techniques and accomplishments (empirical and theoretical) of the behavioral approach in political science. Junior standing or consent of instructor.

Not offered 1981-82

Donald L. Hafner

Po 616 Modern Political Theory (S; 3)

An examination of some major works of political philosophy from the period of Rousseau to the present, concentrating on the emerging critique, from both the right and the left, of modern liberal democracy. Readings will be drawn from the works of Rousseau, Kant, Comte, Marx and Nietzsche.

Susan Shell

Po 618 Introduction to the Philosophy of Law (S; 3)

An introduction to philosophical thought about the law. The course will begin with consideration of the debate about the relations between law and morality and about the possibility of permanent standards in law and politics; several readings on these problems will be drawn from the works of writers influential in contemporary thought, politics and law. The major part of the course will be devoted to study of these same problems as they are discussed in several of the classic works of political philosophy.

Not offered 1981-82

Susan Shell

Po 620 Fundamental Concepts of Classical Political Philosophy (S; 3)

This course is meant to provide an introduction to classical political philosophy. The theme for the semester will be justice. What does justice mean for the individual and the political order? What are the disputes which arise about it? Does classical political philosophy provide solutions for these? Readings will be mainly in Plato and Aristotle.

Christopher J. Bruell

Po 622 Thucydides, War and Peace (S; 3)

The course is a study of Thucydides' work on the 27-year Spartan-Athenian War. The aim is to discover and consider Thucydides' understanding of the causes of war, the prospects for peace, the relation to questions of war and peace of differences in government and national character, the varieties of political leadership and the responsibilities of political leaders.

Not offered 1981-82

Christopher J. Bruell

Po 623 Machiavelli's Critique of Classical Political Philosophy (F; 3)

Not offered 1981-82

Christopher J. Bruell

Po 625 Democracy: Kinds, Advantages, Disadvantages (F; 3)

A study of various sorts of popular regimes, chiefly non-American and non-liberal. Examples considered will include modern Swedish social democracy and the ancient democratic empire of Athens. Some theorists of democracy will be read.

Not offered 1981-82

Robert K. Faulkner

Po 627 Shakespeare's Political Wisdom I (F; 3)

Tragedy and Comedy; *Hamlet*, *King Lear*, *Macbeth*; *Midsummer Night's Dream*, *Measure for Measure*, *The Tempest*.

Not offered 1981-82

David Lowenthal

Po 628 Shakespeare's Political Wisdom II (S; 3)

Rome and England: *Coriolanus*, *Julius Caesar*, *Antony and Cleopatra*; *King John*, *Henry IV*, *Henry V*, *Richard III*. (May be taken separately from Po 627.)

Not offered 1981-82

David Lowenthal

Po 629 (En 325) Shakespeare: Politics, Art and Philosophy (F; 3)

Twelfth Night, or *As You Like It*, *Measure for Measure*, *Julius Caesar*, *Antony and Cleopatra* and *King Lear*.

David Lowenthal

Paul C. Doherty

Po 632 Ethics and Politics (S; 3)

To what extent can or should moral considerations govern political calculations? This is a perennial question, most visible just now in disputes between hard-hearted realists, who calculate as to balances of power and national interest, and concerned idealists, devoted to human rights and peace. Readings will be drawn from contemporary

disputes, and from writings of Machiavelli, Bacon, Nietzsche, Xenophon, and others.
Robert K. Faulkner

Po 633 Xenophon and Socrates (F; 3)

A study of major political and philosophical works of Xenophon with a view to the following questions: What determines the course of political events, the fates of nations and individuals? What personal qualities does participation in politics require? What part does political participation play in the best human life?

Not offered 1981-82

Christopher J. Bruell

Po 634 Contemporary Political Theory (S; 3)

A consideration of 20th Century political theory with special attention to Nietzsche and his legacy.

Not offered 1981-82

Susan Shell

Po 635 Plato's Republic (F; 3)

The course will consider Plato's analysis of political reform: what would a thorough reform of politics require? Would such a reform be desirable? What implications do the answers to these questions have for contemporary life and politics?

Christopher J. Bruell

Po 654 The Political Philosophy of Hegel (S; 3)

An examination in detail of Hegel's writings on history and politics.

Not offered 1981-82

The Department

Po 656 Studies in Modern Political Theory (S; 3)

A study of selected topics in political thought after Hegel, with concentration on the major critics of liberal democracy.

Not offered 1981-82

The Department

Po 660 The Thought of Mao Tse-Tung (S; 3)

A seminar analyzing Mao Tse-Tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marxism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations as well as its application at home and influence abroad.

Peter S. H. Tang

Po 664 Political Argument (S; 3)

What must one keep in mind to speak and write in a politic fashion—and what sacrifices of truth and candor might be required? This seminar examines such questions by considering two models: certain famous American speeches (by Washington, Jefferson, Lincoln, and F.D. Roosevelt), and a classic text, Aristotle's *Rhetoric*.

Not offered 1981-82

Robert K. Faulkner

Po 666 Politics, Art and Literature: The Russian Experience (S; 3)

Central attention in this course is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist and Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature, and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamiatin, Eisenstein, Pasternak, and Solzhenitsyn. (Not open to those who have taken Po 416.)

Not offered 1981-82

Donald S. Carlisle

Po 668 German Idealism (S; 3)

An intensive study of German Idealist thought. Particular attention will be paid to such topics as justice, freedom, and the relation between theory and practice.

Susan Shell

Psychology

Faculty

Professor Joseph R. Cautela, A.B., Boston College; A.M., Ph.D., Boston University

Professor Marc A. Fried, Director of Psycho-Social Studies
B.S., City College of New York; Ph.D., Harvard University

Professor Murray Horwitz, B.S.S., College of the City of New York; Ph.D., University of Michigan

Professor William Ryan, A.B., Ph.D., Boston University

Visiting Professor Joseph J. Tecce, A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

Professor John M. vonFelsinger, A.B., Kent State University; A.M., Ohio State University; Ph.D., Yale University

Associate Professor Daniel J. Baer, A.B., LaSalle College; A.M., Ph.D., Fordham University

Associate Professor Ali Banuazizi, B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Associate Professor Norman H. Berkowitz, A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Associate Professor Donnah Canavan-Gumpert, A.B., Emmanuel College; Ph.D., Columbia University

Associate Professor Randolph Easton, Chairman of the Department
B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Associate Professor Peter Gray, A.B., Columbia University; Ph.D., Rockefeller University

Associate Professor Marianne LaFrance, A.B., University of Windsor; A.M., Ph.D., Boston University

Associate Professor G. Ramsay Liem, A.B., Haverford College; Ph.D., University of Rochester

Associate Professor Michael Numan, B.S., Brooklyn College; Ph.D., University of Chicago

Associate Professor Michael Saks, B.S., Pennsylvania State University; A.M., Ph.D., Ohio State University

Assistant Professor John D. Golenski, S.J., A.B., Boston College; Ed.D., Harvard University

Assistant Professor Michael Moore, A.B., A.M., Ph.D., Harvard University

Assistant Professor Ellen Winner, A.B., Radcliffe College; Ph.D., Harvard University

Program Description

The undergraduate program in Psychology is designed to meet the needs of three classes of students: a) those who wish a sound cultural background in the study of behavior; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration.

As a registration aid to undergraduate majors, the Psychology Department requires its majors to obtain faculty advisement and participate in the Departmental Pre-Registration which is held each semester, one week prior to the regular University Registration.

Students majoring in Psychology must meet the following requirements:

1. Introduction to Psychology in their first year. These courses—Introduction to Psychology as a Natural Science (Ps 073) and Introduction to Psychology as a Social Science (Ps 074)—may be taken in either order.
2. Statistics (Ps 190) in their second or third year.
3. One of the various research practica in either their third or fourth year.
4. At least one elective from the following: Learning Theories (Ps 144), Perception (Ps 143), Physiological Psychology (Ps 150), Cognitive Psychology (Ps 147) or Evolution of Behavior (Ps 270).
5. At least one elective from the following group: Personality Theories (Ps 101), Social Psychology (Ps 131), Social Structure and Behavior (Ps 121), Developmental Psychology (Ps 136), or Abnormal Psychology (Ps 139).
6. Two additional electives, for a minimum of eight Psychology courses. Courses designed primarily for nonmajors (those with numbers below 070) are not to be included among the eight counted toward a major.
7. In addition, Psychology majors must take two departmentally approved courses in mathematics (Mt 004-005, Mt 014-015, Mt

072–073, Mt 100–101, or any Mt course above Mt 100–101) and two courses with laboratories in either Biology (Bi 110–112, Bi 210–212, Bi 130–132), Chemistry (Ch 101–102, Ch 109–110) or Physics (Ph 111, 112, 183, 184; with lab 101, 102).

Courses with numbers below 070 are primarily for nonmajors to meet core requirements and do not satisfy requirements for majors. Each course is designed to achieve considerable breadth of coverage organized under a guiding theme. Nonmajors may take Ps 073 and Ps 074; however, these courses will not fulfill the core requirement for nonmajors.

The Psychology Department offers two undergraduate concentrations to its majors: (1) Psychology-Speech Pathology and (2) Psychobiology. Persons intending to seek admission in either of these concentrations should make application to the Chairperson of the Psychology Department preferably during their freshman year.

Course Offerings

Core Courses

These courses satisfy the University social science core requirement for non-majors. They may also be taken by majors but do not satisfy any of the requirements for the Psychology major.

Ps 010 Major Themes in Psychological Thought (F, S; 3)

Since man began to think, he has been striving to understand Man. This course addresses a few of the major, enduring issues in this quest. Topics will be selected from such issues as:

- How does the mind affect the body? OR is there a “mind”?
- Is man best understood as an individual creature or as a social being? As a species or as a specimen?
- Is man moved mostly by what is inside (genes, instincts, “complexes”) or what is outside (rewards, punishments, life events, reactions of others)?
- What is “normal”, what is “abnormal”?
- What do we mean by “insanity”?

Three instructors, with different backgrounds and areas of specialization, will teach the course jointly, approaching the issues both historically and in relation to contemporary psychological theory and research.

Peter Gray
William Ryan
Ellen Winner

Ps 040 Personality and Its Variations (S; 3)

Personality development in its many guises, normal and abnormal, conventional and unconventional, variant and deviant and the mythologies defining them.

John vonFelsinger

Ps 044 Psychology of Art (F; 3)

This course examines the psychological processes involved in both the creation of art and in our response to art. We will investigate how these processes operate in the normal adult, how they develop in the child, and how they break down under conditions of psychosis and brain-damage.

Ellen Winner

Ps 048 Psychology and Law (F; 3)

The relationship between the scientific study of behavior and the institution which formally organizes and controls human social relations is examined from three perspectives: psychological research on legal process, contributions of psychological knowledge to understanding social problems with which the law deals, and legal regulation of the science and profession of psychology. Included is a consideration of the similarities and differences between the assumptions, functions, and methods of these two enterprises. Examples of specific topics include: jury decision-making, behavior of lawyers, judicial decision-making; evidence; legislative and executive behavior; violence, aggression and criminality; social change of and by the law; mental health law.

Michael J. Saks

Ps 055 Fundamentals of Humanistic Psychology (S; 3)

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, Robert Assagioii, etc.

Margaret Gorman

Ps 058 Inequality: Psychological and Social Consequences (F; 3)

This course will examine contemporary forms of inequality and their organization within status systems. Attention will be devoted to the ways in which these status systems are affected by economic, political, and social structures. Primary emphasis, however, will be on the consequences of inequality and the corresponding status systems for attitudes, personality, interpersonal relations, community and residential behavior, family life, and work and leisure. American patterns of inequality will be compared with those in other countries and societies. This course will have lecture and discussion sections.

Marc Fried

Ps 062 The Psychobiology of Mental Disorders (S; 3)

The abnormal behaviors characteristic of mental disorders are described and discussed with respect to psychological and biological origins and treatments. Students are instructed in a relaxation technique.

Joseph Tecce

Majors' Courses

The following courses may be taken by both majors and non-majors who have fulfilled the appropriate prerequisite, however they do not satisfy the University social science core requirements for non-majors.

Ps 073 Introduction to Psychology as a Natural Science (F, S; 3)

This course provides an introduction to experimental psychology and biopsychology. The following topics will be presented: scientific methodology, sensation and perception, physiological psychology, behavioral development, learning and memory, cognitive psychology, evolution and genetics of behavior, animal behavior, motivation and emotion. **This course does not satisfy the University social science core requirement for non-majors.**

Michael Numan

Joseph Tecce

To be announced

Ps 074 Introduction to Psychology as a Social Science (F, S; 3)

An introduction to Psychology as a behavioral science, both theoretical and applied. Considers such topics as child development, personality, social psychology, abnormal behavior and mental health. **This course does not satisfy the University social science core requirement for non-majors.**

Norman Berkowitz

Donnah Canavan-Gumpert

To be announced

Ps 101 Personality Theories (F, S; 3)

Prerequisite: Ps 074

A basic course introducing students to a variety of theoretical approaches to the understanding of character and personality.

Donnah Canavan-Gumpert

Ramsay Liem

Ps 121 Social Structure and Behavior (S; 3)

Prerequisite: Ps 074

The impact of socioeconomic conditions and cultural factors on individual and group behavior in Western and non-Western societies.

Marc Fried

Ps 124 Non-Experimental Approaches in Psychology (S;3)

Prerequisites: Ps 073 or Ps 074 and a course in statistics

This course will explore a wide array of approaches and methods of behavioral analysis that do not involve the standard laboratory experiment. Particular attention will be devoted to participant observation, unobtrusive measures, large-scale record data, content analysis, diverse forms of interviewing (survey, clinical), and natural and field experiments.

Marc Fried

Ps 131 Social Psychology (S; 3)

Prerequisite: Ps 074

A survey of the continuities and discontinuities of processes at the interpersonal, group, intergroup, and organizational levels. The course will attempt to trace the influence of these processes on goal-directed behavior of individuals through the life cycle. A central theme will be on applications to the understanding and resolution of human conflicts.

Murray Horwitz

Ps 136 Developmental Psychology (F, 3)

Prerequisite: Ps 073 or Ps 074

General psychological issues as they relate to the developing child.

Topics within the areas of personality, social, and cognitive development will be considered along with the theoretical and practical implications of studying age differences in behavior.

Michael Moore

Ps 139 Abnormal Psychology (F, S; 3)

Prerequisites: Ps 073 or Ps 074 Recommended: Ps 101

Beginning with divergent contemporary views of the meaning of "abnormal" in today's world, this course will systematically explore the body of theory and data relevant to the understanding of maladaptive human process. The varieties of abnormal experience and behavior will be discussed and an overview of current approaches to the resolution of the problem of psychopathology will be offered.

Ramsay Liem
John vonFelsinger
To be announced

Ps 140 Sensory Psychology (S; 3)

Prerequisite: Ps 073

Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics. Lectures will be supplemented with demonstrations and experiments. Randolph Easton

Ps 143 Perception (F; 3)

Prerequisite: Ps 073; Recommended: Ps 140

The goal of this course is to account for the nature of our conscious, perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference vs. Gibsonian direct detection—will be compared and contrasted by considering major perceptual phenomena. Discussion topics will emphasize visual perception and will include perceptual constancy, perceptual ambiguity, perceptual illusion, intersensory integration, and the distinction between perception and mental imagery. In addition, a developmental approach to understanding perception will be stressed in later stages of the course.

Randolph Easton

Ps 144 Learning Theories (S; 3)

Prerequisite: Ps 073

An analysis of contemporary learning theories as they relate to basic problems in learning. Some laboratory work will be involved.

Joseph Cautela

Ps 147 Cognitive Psychology (F, S; 3)

Prerequisite: Ps 073

An information processing approach to perception and thought will be covered. It will be assumed that information from the environment is processed and transformed by the mind in order to control complex human behavior. Topics to be discussed will include perception contrasted with receptor stimulation, encoding processes, attention, memory, problem solving, concept formation, altered states of consciousness, and the functionally split brain of man. Michael Moore

To be announced

Ps 150 Physiological Psychology (F; 3)

Prerequisite: Ps 073 or Bi 111-112 or Bi 211-212

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology will be presented first. Using this background, the physiology of (a) sensory and motor processes, (b) sleep and arousal, (c) motivation and (d) psychopharmacology will be discussed. The course emphasizes basic rather than complex behavioral processes because this is where our understanding of the brain mechanisms involved is most advanced.

Michael Numan

Ps 178 Psychology of Social Class (S; 3)

Prerequisite: Ps 074; participation in the PULSE program

A seminar focusing on the behavioral and psychological consequences of structured inequality in society. Topics will include the problem of defining and measuring stratification, correlates of social class position, social mobility, and the theoretical consequences of reducing or eliminating inequalities in wealth, power and social status.

William Ryan

Ps 180 Industrial Psychology (S; 3)

Prerequisite: Ps 074

Applications of psychology to various problems in industry such as

human relations and management; decision making; principles of human performance; organizational behavior; jobs and occupations; employee selection and placement; job efficiency assessment; employee training and employee morale; safety and engineering psychology; psychology of the consumer, advertising, and selling.

Boleslaw Wysocki

Ps 183 The Future of Consciousness (F; 3)

Prerequisite: Ps 074

An examination of the nature of consciousness from both eastern and western traditions. Selected topics include: the evolution of consciousness, body consciousness, meditation, telepathy, psychokinesis, clairvoyance, survival phenomena, magic, and ways of psychospiritual growth. Field trips, films and guest speakers will be an integral part of the course.

Daniel Baer

Ps 184 Techniques of Behavior Control (S; 3)

Prerequisite: Ps 074

An applied oriented course with emphasis on psychological principles that significantly influence behavior. Topics include: conditioning and habit control, brainwashing, religious conversion, cults, hypnosis, healing, and biofeedback. Field trips, films and guest speakers will be an integral part of the course.

Daniel Baer

Ps 190 Statistics (F, S; 3)

Course will present an introduction to those elementary statistics essential to the conduction of scientific research. Topics will include basic probability, the normal distribution, standard scores, estimation of hypothesis testing, t-scores, chi-square, analysis of variance, and simple correlation and regression.

Norman Berkowitz

Randolph Easton

Michael Saks

Ps 205 Viewpoints on Insanity (F; 3)

Prerequisites: Course in Abnormal Psychology, Sociology of Deviance or the equivalent.

An examination of the concepts of "insanity", "mental illness", "deviance", etc. as they have varied over time, from place to place, and as competing theories. Attention will be focused on external influences that shape these concepts (historical, social, economic, etc.).

William Ryan

Ps 209 Clinical Psychology (F; 3)

Prerequisite: Ps 139

The theory and practice of clinical psychology with special attention to the current practices, professionals and institutions comprising the mental health field. Each student will be expected to devote some time to volunteer work in a caretaking institution.

John vonFelsinger

Ps 225 Psychology of Grief and Dying (S; 3)

Prerequisite: Ps 074

In the first third of this course participants will be given an overview of the interaction between history, culture and society on the one hand and attitudes and responses to dying, death and bereavement on the other. In the second two-thirds of the course students will study the modern death system and its effect on the individual, the family and society. There will be increasing emphasis on the experiential side of grief and dying. Students will be required to keep a weekly journal of their personal reactions to course materials.

Mary O'Brien

Ps 233 Stress and Adaptation (S; 3)

Prerequisites: Ps 074 and Ps 121 or Ps 101 or Ps 131

Stress has been implicated as a causal factor in physical and emotional disorders and in social malfunctioning. This seminar is designed to examine the basic theory of stress and its relationship to effective adaptation, well-being, and maladaptation. Recent research on the effects of different forms of stress on psychosocial and physical functioning will be the themes of student reports and presentations.

Marc Fried

Ps 234 Advanced Developmental Psychology (S; 3)

Prerequisite: Consent of the professor.

Recommended for juniors and seniors. An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. The student will be responsible for a class presentation in an area of his/her choice.

Michael Moore

Ps 246 Social Psychology of the Family (F; 3)

Prerequisites: Ps 074 or Ps 131

A seminar on research and theory in family dynamics. Topics include: impact of family systems upon the individual; group and organizational dynamics of families; ethnic and community influences on family functioning; family life cycles; therapeutic and social psychological interventions designed to diminish conflicts and improve the quality of family life.

Murray Horwitz

Ps 249 The Psychology of Nonverbal Communication (F; 3 or S; 3)

Prerequisite: Ps 074

An analysis of human communication with particular emphasis on the nonverbal modes of interchange. Course readings include material on facial expression, body movement and gesture, gaze behavior, personal space, and paralanguage. Focus is on what nonverbal and verbal behaviors communicate about the psychology of the individual, about the relationship between people and about the social rules that guide human interaction.

To be announced

Ps 250 Advanced Physiological Psychology (S; 3)

Prerequisites: Ps 150 and consent of the professor.

Each student in this course will study topics of his or her own choosing in physiological psychology, and will prepare papers and class presentations pertaining to those topics. In addition, there will be an opportunity to study brain anatomy and to acquire familiarity with certain basic techniques in physiological psychology, for those who are interested.

Peter Gray

Ps 251 Psychology of Language (S; 3)

Prerequisite: Ps 073

This course examines the processes by which children acquire a first language. The course will focus on normal language development, but will also consider language disorders in childhood and possible language capacities in non-human primates.

Ellen Winner

Ps 255 Environmental Psychology (F; 3)

Prerequisites: Ps 073 or Ps 074

The significance of the physical and social environment for the behavior of individuals, groups, and populations. This course will trace the effects of natural ecology, and the structure of the physical and social milieu on personal and social functioning. Particular attention will be devoted to contemporary urban, metropolitan conditions.

Marc Fried

Ps 256 Theory and Application in Group Dynamics (F; 3)

Prerequisite: Ps 074

The relationship between theory and experience is emphasized in this course. Aspects of group structure and process will be identified through structured class exercises and observations of groups in natural settings. Conceptualization of structure and process will be accomplished through lecture, readings and discussion. Attention will be given to implications for improving member and group effectiveness in task accomplishment. Content will include comparisons of individual and group performance, group goals, decision making, norms, conformity, conflict, communication, cohesiveness, and leadership. Two examinations and an optional extra-credit paper will constitute the primary basis for grading.

Norman Berkowitz

Ps 260 Humanistic Psychology (F; 3)

Prerequisites: Ps 074 or approval of the professor

Critical reading of the relevant works of the precursors and chief representatives of humanistic psychology such as Freud, Jung, Maslow, May, Rogers, Assagioli, Bugental, etc.

Margaret Gorman

Ps 263 Special Topics in the Psychology of Consciousness (S; 3)

Prerequisite: Ps 183

An advanced level study of states of consciousness. Topics include: the mind-body problem, theories of consciousness, the highest states of consciousness, myths, the physics of consciousness, alternate realities and the nature of personal reality.

Daniel Baer

Ps 265 Psychological Assessment (F; 3)

Prerequisite: Ps 074

Major part of the course will be devoted to measurement of abilities and achievements with some time given to vocational tests and personality evaluation. Generally, the approach will be practical though

some theoretical and statistical background for better understanding of the subject matter will also be presented.

Boleslaw Wysocki

Ps 270 Evolution of Behavior (F; 3)

Prerequisites: Ps 073 or Bi 111-112 or Bi 211-212

This course deals with evolutionary aspects of animal and human behavior, emphasizing the importance of behavior for the survival and reproduction of individuals in their natural environments. Basic genetics and evolutionary biology will be presented first. The following topics will then be discussed: (a) behavior genetics, (b) the nature/nurture problem, (c) the role of behavior in the formation and maintenance of separate species, (d) imprinting, (e) territoriality, dominance hierarchies and aggression, (f) the evolution of mating systems (monogamy versus polygamy), and sex differences in behavior, (g) the evolution of helping behavior or altruism.

Michael Numan

Ps 273 Behavior Modification with the Elderly (S; 3)

Prerequisite: Any psychology course or the consent of the instructor. The course will focus on increasing the quality of life of the elderly. A behavioral approach will be used to increase the general level of reinforcement and teach coping skills to deal with problematic behavior. Demonstrations, films, and field trips will be included.

Joseph Cautela

Ps 276 Behavior Modification with Children (F; 3)

General principles of behavior therapy will be described and discussed. The application of behavior therapy procedures to modify children's behavior in school settings and home environments will be presented. The application of behavior modification to children's physical disorders as well as to social learning problems will also be presented. There will be classroom demonstrations and guest lectures.

Joseph Cautela

Ps 280 Behavioral Medicine (F; 3)

The application of behavioral principles to the prevention, assessment and treatment of organic illness such as asthma, arthritis, ulcers, migraine, seizures. Demonstrations and field trips provided.

Joseph Cautela

Ps 290 Psychotherapy (S; 3)

Prerequisites: Ps 101 and Ps 139

A comparative evaluation of major psychotherapeutic methods emphasizing psychoanalytic and existential theory.

John vonFelsinger

Ps 292 Seminar in College Teaching (F, S; 3)

Prerequisite: Senior and Junior majors only

Designed to provide undergraduate student with teaching experience. Students staff discussion sections and are responsible for aiding psychology professors in planning demonstrations and grading examinations.

By arrangement

The Department

Ps 297-298 Reading and Research (F, S; 3, 3)

Psychology 297 and 298 offer a student the opportunity to work independently under the supervision of a faculty member of his/her choice within the department.

By arrangement

The Department

Research Methods Practica (F, S; 3)**Ps 300-311**

Prerequisites: See below

Each of the following research practicum courses satisfies the departmental research methods requirement. Under the supervision of the faculty member, students will be expected to complete a research study or a more limited series of research exercises. Through such activities, students will participate in hypothesis development and testing, the development of a research design, the construction and/or application of measurement procedures, data analysis, and the reporting of research findings. Course requirements include writing a research proposal and a final research report. In addition, all students will either participate in or attend a Psychology Department Research Conference at the end of the semester. Although the practica courses all share these learning objectives, the substantive theoretical focus of each differs to permit the student to engage in research in an area of high interest. Each practicum presumes knowledge of theories relevant to its special focus. For this reason, different prerequisites are specified for each. (Classes will be limited to twenty.)

Ps 300 Research Methods Practicum: Survey Methods (F, S; 3)

Unlike other research methods practica, this one focuses not on a subject area but on a method. Methodology in the social, behavioral, and biomedical sciences is examined broadly and intensively to provide a context for understanding the place of survey methods. Special attention is given to the nature and purpose of surveys, design, sampling, data analysis, descriptive vs. causal, self-report polls vs. sample surveys. Students will conceive, design, carry out, analyze, and write a report of a study employing survey methods. *Michael Saks*

Ps 301 Research Methods Practicum: Physiological & Comparative (S; 3)

Prerequisites: Ps 150 or Ps 270

Students will conduct experiments in the general area of animal behavior, with particular emphasis upon the hormonal regulation of drives in laboratory rodents. All of the projects will involve behavioral testing, and some may also involve small-animal surgery. *Peter Gray*

Ps 302 Research Methods Practicum: Perception (S; 3)

Prerequisite: Ps 143 or Ps 147

Students will be divided into four groups. Each group will conduct a complete experiment dealing with an important issue in perceptual psychology. Facets of the experimental process with which students will be involved include design, construction of apparatus and stimulus materials, data collection, data analysis and technical report writing. A range of feasible research topics will be discussed at the outset of the course and students will be allowed to rank-order their first three preferences. Formation of groups will occur on this basis. *Randolph Easton*

Ps 303 Research Methods Practicum: Personality Theories (S; 3)

Prerequisite: Ps 101

A course in research methods stressing the application of these methods to questions in the area of personality psychology. Traits or personality variables like self-esteem are common topics. Students, in small groups, actually design, conduct, and report their research. *Donnah Canavan-Gumpert*

Ps 305 Research Methods Practicum: Developmental/Cognitive (F; 3)

Prerequisite: Ps 136 or Ps 147

Designed to help students achieve an understanding of the logic of psychological research through the "hands on" experience of designing and conducting a psychological experiment and critically interpreting the results. The research will focus on issues related to the developing child and human thinking. Opportunities for developmental research will depend, in part, upon the availability of subjects. *Michael Moore*

Ps 307 Research Methods Practicum: Social Communication (F; 3)

Prerequisite: Ps 131 or Ps 249

This practicum is designed to introduce students to research methods used by social psychologists to study topics such as social interaction and person perception. The course has two primary foci: how to critically read existing research and how to carry out a research project. Primary emphasis will be on the experimental method although other methods such as naturalistic observation and field studies will be described. *To be announced*

Ps 308 Research Methods Practicum: Conflict Resolution (F; 3)

Prerequisites: Ps 131, Ps 121, Ps 267 or Ps 246

Research on issues pertaining to the causes of and remedies for interpersonal and intergroup conflict. *Murray Horwitz*

Ps 309 Research Methods Practicum: Family Dynamics (S; 3)

Prerequisites: Ps 131, PS 101, Ps 246 or Ps 267

Research on issues pertaining to the interrelations between individual and family dynamics. *Murray Horwitz*

Ps 310 Research Methods Practicum: Group Dynamics (S; 3)

Prerequisites: Ps 131 or Ps 256

This course is devoted to familiarizing students with all phases of the research process from formation of the problem through preparation of a research report. Although readings will be assigned, the primary vehicle for learning is the study that each student will conduct as a member of a research team. The investigation will be directed to some aspect of small group behavior of interest to both students and professor. Studies will ordinarily be experimental but other models may be employed if better suited to the problem. Grades will be based on a final research report submitted by each student. Performance in conducting the research and students' contribution to all other phases of the process will also be considered. *Norman Berkowitz*

Students will conduct original experiments concerned with the information-processing structure of the mind. Researchable topics include mental processes related to perception, memory, problem solving, language, etc. *To be announced*

Ps 311 Research Methods Practicum: Cognitive Processes (S; 3)

Prerequisites: Ps 143 or Ps 147

Students will conduct original experiments concerned with the information-processing structure of the mind. Researchable topics include mental processes related to perception, memory, problem solving, language, etc. *To be announced*

Courses Open to Advanced Undergraduates and Graduates**Ps 601 Behavior Modification I**

Prerequisite: Consent of the professor and/or a course in learning. The assumptions of behavior modification and its procedures will be presented. Emphasis will be on one-to-one procedures, and on institutional settings. *Joseph Cautela*

Not offered 1981-82

Ps 602 Behavior Modification II

Prerequisite: Ps 601

The application of principles and procedures learned during the first semester to a wide variety of problems such as phobias, sexual dysfunction, addictive behavior, and psychosomatic problems will be presented. There will also be a more detailed demonstration of covert conditioning procedures. *Joseph Cautela*

Not offered 1981-82

Ps 620 Clinical Assessment

An introduction to the process of clinical assessment of personality and psychopathology through the use of psychodynamically based techniques, especially the TAT and Rorschach. *John vonFelsinger*

Not offered 1981-82

Ps 653 Dynamics of Family Life (F; 3)

This seminar will examine the family as a small face-to-face group. Topics to be considered include the family's internal structure and dynamics, the impact of the larger familial organization and intergroup and community processes, developmental changes produced by the family's life cycle. Special focus on methods of diagnosing family functioning and conflicts and on social psychological interventions designed to improve the quality of family life such as family therapy, counseling, or training. *Murray Horwitz*

Cross-listed Courses**Ps 600 Introduction to Social Work (F, S; 3)**

This course, offered by the Department of Sociology and the Graduate School of Social Work, is a broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modi operandi* of the settings in which social work is practiced. *Dwight S. Adams*

Albert F. Hanwell

Ps 721 Human Behavior and the Social Environment (F, S; 3)

This Graduate School of Social Work course does not satisfy the University Social Science Core requirement but may be taken toward completion of the Psychology major by consent of the instructor, only.

A foundation course in which the unifying theme is the concept of self as a complex of bio-psycho-social forces which become synthesized through the integrative functions of the human ego. The person is viewed as a social being who is interacting with an interpersonal and institutional environment which not only has an impact on, but which is also affected by, the individual. The course is taught from a social work frame of reference within which the concept of self is examined in relation to the life cycle, to ethnic and sexual aspects of identity and self-esteem as these are manifested in social roles, and to those extra-familial systems which may constrain or support the psychosocial development of the individual. The course is structured in modules characterized by a highly individualized

method of learning in which students may move at their own pace in mastering required content.

Frederick L. Ahearn
Pei N. Chen
Kathleen A. O'Donoghue
Elaine Pinderhughes

Romance Languages and Literatures

Faculty

Professor Emeritus Joseph D. Gauthier, S.J., B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

Professor Guillermo L. Guitarte, Profesorado, Filosofia y Letras Buenos Aires

Professor Vera G. Lee, Chairperson of the Department
A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

Professor J. Enrique Ojeda, Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

Professor Maria Simonelli, Dotre in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia romanza, Rome

Professor Rebecca M. Valette, Director, Language Laboratory
A.B., Mount Holyoke College; Ph.D., University of Colorado

Professor Georges Zayed, L.esL., M.esL., University of Cairo; Doctorat d'Etat, Sorbonne

Associate Professor Norman Araujo, A.B., A.M., Ph.D., Harvard University

Associate Professor Joseph Figurito, A.B., Boston College; A.M., D.M.L., Middlebury College

Associate Professor Monique E. Fol, A.B., L.L.B., University of Paris; A.M., University of California at Berkley; Ph.D., University of Nice

Associate Professor Betty Rahv, A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Associate Professor Robert L. Sheehan, B.S., Boston College; A.M., Ph.D., Boston University

Assistant Professor Salvatore Cappelletti, A.B., Providence College; A.M., University of Wisconsin; Ph.D., Brown University

Assistant Professor Jill Syverson, A.B., Smith College; A.M., Ph.D., Harvard University

Program Description

Plan A: Literary Focus

The Department of Romance Languages and Literatures offers courses in French, Italian and Spanish. Students majoring in this discipline may concentrate in French, Italian or Spanish and may alos take a non-romance language as a second language. Thirty-six credits must be completed by majors within the following curriculum of courses:

- 1) Advanced Composition (6)
- 2) Survey of Literature (6)
- 3) A minimum of two period or genre courses in literature (12)
- 4) Two electives to be chosen from the following:
 - a) A second foreign language (6)
 - b) Comparative or Interdepartmental course (6)
 - c) A third period of the major literature (6)
 - d) Cultural backgrounds of literature (6)
 - e) Phonetics (3)
 - f) Advanced Conversation (3)
 - g) Linguistics (3)

Plan B: Cultural Focus

Phonetics and Advanced Conversation	6
Culture Courses given in the major language	6

Survey of the Major Literature	6
Advanced Composition	6
Period or Genre	3
Electives	9

In addition to the traditional Romance Languages electives, electives for this new language and culture major may include Composition, Conversation and Reading and up to six credits in related courses offered by other departments.

General Information

It is recommended particularly to majors who intend to go on to graduate work, that they initiate the study of a second foreign language in their sophomore year. For this purpose, courses may be taken in any of the languages listed above.

The major curriculum in Romance Languages is designed to give students an active command of one foreign language and at least a working knowledge of another, a broad insight into the literature and culture of other nations, and a solid preparation for graduate studies in the field.

Although many language majors begin their sequence by taking Survey of Literature in their freshman year, it is possible to major in Romance Languages with only two years of high school preparation. (Students who begin the study of the major language in college should plan to take an intermediate course during the summer following their freshman year.)

Students who plan to major in Romance Languages should consult the Assistant Chairperson of the Department with respect to their qualifications and the organization of a program to suit their individual needs and objectives.

Program for Majors in the School of Education

Plan A

1st year	Survey	6
*2nd year	Advanced Conversation	6
	Century Course	6
3rd year	Advanced Composition	6
	Cultural Background	6
4th year	Century Course	3
	Department Elective	3
		36 Credits

* The courses suggested for Sophomore and Junior years may be taken in any order so long as all four courses are completed before Senior year.

Plan B

1st year	Composition, Conversation, and Reading Course (R1 101–106 inclusive)	6
2nd year	Survey	6
	Advanced Conversation	6
3rd year	Advanced Composition	6
	Cultural Background	6
4th year	Century Course	3
	Department Elective	3
		36 Credits

Honors Program

Qualified students wishing to enter The Honors Program should secure the Chairman's permission to do so at the end of the Sophomore year and no later than the end of the first semester of the Junior year. In addition to the usual requirements for a major, honors students will take a three-credit seminar in the spring semester of their Junior year (Junior Honors Seminar). Qualified students who plan to take Junior Year Abroad may enroll in The Junior Seminar in the second semester of their Sophomore year, with departmental approval. During the Senior year, the honors student takes three credits each semester in independent study leading to an honors thesis. This is done under the guidance of a departmental advisor. The thesis should be submitted no later than April 1.

An oral examination of no more than one hour's duration, conducted in the candidate's major language, will cover the periods of

literature included in his course curriculum, as well as the scope of the thesis.

A departmental committee will conduct the examination, evaluate the essay and formulate a recommendation for Honors which will be incorporated into the student's academic record.

Course Offerings

French

RI 001-002 Elementary French (F, S; 3, 3)

An introduction to the study of French. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work. *The Department*

RI 051-052 Intermediate French (F, S; 3, 3)

Prerequisite: RI 001-002 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of French will be supplemented with the reading of selected texts, oral practice and optional laboratory work. *The Department*

RI 101-102 Composition, Conversation and Readings in French (F, S; 3, 3)

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition. *The Department*

RI 296 French Conversation Hour for Greycliff Residents (F, S; 3)

Students residing in the French House will meet weekly for directed discussion in French under the guidance of a faculty member.

A requisite for residency in Greycliff, attendance required.

The Department

RI 300 Practicum in French (F, S; 3, 3)

Qualified students will spend approximately 6 hours a week interning in fields such as travel, publishing, education and commerce, making active use of French. For class they will research and present reports of their areas on internship. *Vera G. Lee*

RI 303 French Phonetics and Oral Expression (F; 3)

A practical introduction to pronunciation and oral expression. The course is designed to help the student improve command of spoken French and to develop awareness of how the French language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of French. *Rebecca M. Valette*

RI 304 Advanced French Conversation (S; 3)

This course is designed to give advanced students and prospective teachers of French a greater facility in the spoken language. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach French. *Rebecca M. Valette*

RI 305-306 Advanced French Composition and Introduction to Literary Analysis (F, S; 3, 3)

The purpose of this course is to strengthen the students' mastery of French syntax and difficult grammatical problems, so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. This is a required course for French majors. Conducted in French. *The Department*

RI 307-308 Survey of French Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of French literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qual-

ified students with superior linguistic preparation. This course is a prerequisite for all advanced literature courses. Conducted in French. *The Department*

RI 311 Political and Social Structures in French Literature (S; 3)

This course intends to review the development of ideas with particular emphasis on social structures and political institutions from the Middle Ages to the Third Republic in order to place selected literary works in their historical and social perspective and to show to what degree French literature is a social testimony.

Conducted in French.

Monique E. Fol

RI 397 Roman et Société sous la III République (F; 3)

The novel, while being a fiction, a product of the imagination, is by necessity bound to reality and reflects to a certain extent society and its conflicts. This course intends to study a number of novels and selections which show how the authors bear witness to reality even in their attempts to transform it or escape from it. This problem will be examined in Zola, Maurras, Barres, Romain-Rolland, Proust, Collette, Nathalie Sarraute, among others. *Monique E. Fol*

RI 411 French Literature of the Middle Ages (F; 3)

A study of the different aspects of literature in the Middle Ages: epic and aristocratic literature (*chansons de gestes*, *romans courtois*), popular literature (*fabliaux*, *Roman de Renart*), didactic literature (*Roman de la Rose*), theater (*mysterès* and *miracles*), the "Chroniqueurs"; the poetry of Guillaume de Machaud, Charles d'Orléans, François Villon. *Georges Zayed*

RI 421 French Literature of the Renaissance (F; 3)

A study of the historical, philosophical and literary movements which molded the French Renaissance. Selections from Rabelais, the poets of the *Pléiade*, Montaigne, and others, will be read as reflections of humanistic ideals, wars of religion, and the search for the Good Life in the sixteenth century. *Betty T. Rahv*

RI 431 French Literature of the Seventeenth Century (S; 3)

A study of the classical literature of the age. Works of philosophers and moralists such as Descartes, Pascal, La Rochefoucauld, La Bryère, and plays of Corneille, Racine and Molière will be given particular attention. *Joseph Figurito*

RI 446 The 18th-Century Frenchwoman (S; 3)

What was Woman's place in the society of the French Enlightenment? The social, moral and cultural role of females will be seen largely through their image in famous novels of the period. *Vera G. Lee*

RI 457 The French Theatre in the Nineteenth Century (F; 3)

A study of Romanticism, Realism, and Naturalism in French drama of the 19th century between Hugo's *Hernani* and Antoine's *Théâtre libre*. Special attention will be devoted to the works of Hugo, Musset, Scribe, Augier, and Becque. *Norman Araujo*

RI 458 "Contes et Nouvelles" in the Nineteenth Century (S; 3)

While devoting proper attention to the general evolution of the conte in the 19th century, the course will center around the most significant works of Mérimée, Maupassant and Daudet. *Norman Araujo*

RI 464 Les Témoins du Moment (1949-1962) (S; 3)

The impact of the German occupation, the Indochina and Algerian Wars on some novelists: Camus, Jean Cayrol, Malraux, Nimier, Sartre, and Kateb Yacine. *Monique E. Fol*

RI 476 The French Theatre in the Twentieth Century (S; 3)

The important currents in modern French Drama, traced from Jarry through the contemporary "absurd" theatre and continued through 1920-1960 and analyzing the trends of the last two decades.

Joseph D. Gauthier, S.J.

RI 481 Literary Analysis and Stylistics (F; 3)

Advanced undergraduate and graduate students will learn through stylistic analysis of selected French writers how to write structured papers and essays and to prepare for oral and written examinations. Students will also learn how to read material effectively and to establish a useful card filing system. *Monique M. Fol*

RI 483-484 French Poetry from Baudelaire to Surrealism (F, S; 3, 3)

A study of the birth and the development of modern French poetry from the middle of the 19th century to the Second World War: Bau-

delaire and *Les Fleurs du Mal*, the Parnassian poets, the Symbolist poets; Verlaine, Mallarmé, Rimbaud; the poets of the beginning of the 20th century: Valéry, Apollinaire, Péguy, Claudel; the surrealist poets. The characteristics of the poetry and selected texts. Georges Zayed

RI 485 Le Roman au XX^e siècle (F, 3)

A study of the great literary theories and of the major novelists who exerted an influence on the different currents of thought in the 20th century: Bourget, Gide, Proust, Mauriac, Sartre, and Camus.

Georges Zayed

RI 486 La Poésie au XX^e siècle (S, 3)

A study of the great literary theories and of the major poets who exerted an influence on the different currents of thought in the 20th century: Valéry, Péguy, Claudel, Apollinaire, etc.

Georges Zayed

Italian

RI 003–004 Elementary Italian (F, S; 3, 3)

An introduction to the study of Italian. This course begins the development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work.

The Department

RI 053–054 Intermediate Italian (F, S; 3, 3)

Prerequisite: RI 003–004 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Italian will be supplemented with the reading of selected texts, oral practice and laboratory work.

The Department

RI 103–104 The Individualized Program (F, S; 3, 3)

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

This course is structured according to students' individual needs in order to ensure mastery of the Italian language as a tool of communication. Selected contemporary masterpieces, para-literature, newspapers, music, special topics, etc. will be used to develop further skill in conversation (class meetings are used for conversational practice), reading and writing.

Salvatore Cappelletti

RI 313 Political and Social Structures of Italian Literature (F; 3)

This course intends to examine the relationship between literature and politics from the Middle Ages to contemporary Italy in order to determine the social function of literature. Conducted in Italian.

Salvatore Cappelletti

RI 317–318 Survey of Italian Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with a superior linguistic preparation. Conducted in Italian.

Maria P. Simonelli

RI 509 Petrarch and The Italian Petrarchism of the 16th Century (F; 3)

The course will first investigate the formal and semantic components of Petrarch's *Rerum Vulgarium Fragmenta*. The same components will be traced in the works of such important 16th century Petrarchists as Pietro, Bembo, Giovanni della Casa, F. M., Molza, Bernardo, Tasso. The lyrics of such representative female poets as Vittoria Colonna, Gaspara Stampa and Chiara Magraini will also be examined.

Maria P. Simonelli

RI 551–552 Romanticism in Italian Literature (F, S; 3, 3)

A study of the major writers of Italian literature of the nineteenth century. Detailed analysis of the works of Foscolo, Leopardi and Manzoni. The literature of patriotism as reflected in these and other writers of the century. (Conducted in Italian)

Joseph Figurito

RI 583 Tasso and Tassismo (S; 3)

A study of Tasso's major works (in particular, the *Aminta*, the *Gerusalemme Liberata* and *Rime*) and his influence on the writers of the Baroque period. (Conducted in Italian)

Salvatore Cappelletti

RI 591 Profiles of Italian Literature from 1870 to 1914 (F; 3)

The course will examine the literary movements that appeared after

the unification of Italy. The following movements and representative authors will be studied: In prose, "Realism" from Verga to Svevo; "Decadence" in the novels and dramas of D'Annunzio. In poetry, "Neoclassicism" in Carducci and Pascoli; "Decadence" in D'Annunzio; "Crepuscularism" in Gozzano; and "Futurism." Maria P. Simonelli

Spanish

RI 005–006 Elementary Spanish (F, S; 3, 3)

An introduction to the study of Spanish. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work.

The Department

RI 011–012 Conversational Spanish for Nurses and Social Workers (F, S; 3, 3)

This course intends to provide the students with a basic knowledge of Spanish grammar and to develop their ability to converse in the language. Special attention will be given to the vocabulary and dialogues related to medicine, nursing and social work.

The Department

RI 055–056 Intermediate Spanish (F, S; 3, 3)

Prerequisite: RI 005–006 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Spanish will be supplemented with the reading of selected texts, oral practice and optional laboratory work.

The Department

RI 105–106 Composition, Conversation, and Readings in Spanish (F, S; 3, 3)

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.

The Department

RI 298 Spanish Conversation Hour for Greycliff Residents (F, S; 3)

Students residing in the Spanish House will meet weekly for directed discussion in Spanish under the guidance of a faculty member. A requisite for residency in Greycliff, attendance required.

Jill Syverson

RI 321 Spanish Practicum (F, S; 3, 3)

Students are placed with various Hispanic organizations in the Boston area to increase their fluency in Spanish through personal and continued contact with the language. Classroom seminars, Hispanic guest lecturers, and videotapes in Spanish complement the students' internship experiences. Readings by Oscar Lewin, Babín, Thomas, Maldonado-Denis and others. Permission of instructor.

Nancy Levy

RI 323 Spanish Phonetics (F; 3)

A practical introduction to pronunciation, sentence structure, and word classes. The course is designed to help the student improve command of spoken Spanish and to develop awareness of how the Spanish language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of Spanish.

The Department

RI 324 Advanced Spanish Conversation (S; 3)

This course is designed to give advanced students and prospective teachers of Spanish a greater facility in the spoken language. An introduction to descriptive phonetics is integrated with exercises of pronunciation and intonation. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach Spanish.

The Department

RI 325–326 Advanced Spanish Composition and Introduction to Literary Analysis (F, S; 3, 3)

The purpose of this course is to strengthen the students' mastery of Spanish syntax and difficult grammatical problems so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit. Conducted in Spanish.

J. Enrique Ojeda

RI 327–328 Survey of Spanish Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of Spanish literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Spanish majors open also to other qualified students with superior linguistic preparation. Conducted in Spanish. Robert L. Sheehan

RI 333-334 Conversational Approach to Latin America (F, S; 3, 3)

A structured treatment of contemporary Spanish America, including such topics as politics, religion, women, the economy, leisure, media, science, literature and the arts. Discussion based on selected contemporary books and periodicals. Northern tier countries will be treated in the first semester, southern in the second. Open to majors and non-majors with basic proficiency in oral Spanish. Robert L. Sheehan

RI 631-632 Spanish Literature of the Golden Age (F; 3)

A study of the major authors and their works, with extensive required readings.

RI 671-672 Spanish-American Literature (F, S; 3, 3)

Survey of the development of literary genres in Hispanic America. Foreign influences and *criollismo*. Various types of novels: the struggle of man against the jungle or the pampa, of Indian against the white man, or man against society. The Spanish-American conscience as expressed by essayists or poets. Guillermo L. Guitarte

RI 915 The Spanish Epic (F; 3)

Origin and development of epic traditions in Spain. The Poema de mio Cid, the Poema de Fernán González, the Siete Infantes de Lara and the epic ballads. The course will be focused upon the first of these poems. Guillermo L. Guitarte

RI 955-956 Romanticism in Spain (F, S; 3, 3)

Origins of Romanticism, foreign influences, contrasts with Classicism and poetic and dramatic techniques. A study of the major authors and their works.

RI 958 The Age of Galdós (S; 3)

A representative selection of Galdós's novels, *Episodios Nacionales* and Theater will be read against the historical and social background of the period. J. Enrique Ojeda

RI 972 Rubén Darío (S; 3)

Study of the chief poet of Latin American Modernism. Darío's life and influence. Characteristics and themes of his art. Reading of his main books. Guillermo L. Guitarte

RI 975 The Andean Novel (F; 3)

An examination of the Major trends of the novel of the Indian in Bolivia, Ecuador and Perú. Works by Alcides Arguedas, Jorge Icaza, José María Arguedas and others will be examined. J. Enrique Ojeda

Romance Literature, Methodology and Philology Courses Offered in English

RI 361 Baudelaire and Edgar Allan Poe (S; 3)

The fame of Poe in France. The originality of his work and literary theory, his influence on Baudelaire and the French Symbolists. The drama of Baudelaire's inner life: satanism versus spiritualism. The traps of oblivion. His poetry centered in "le frisson nouveau," correspondances and symbol. *Les Fleurs du Mal* at the crossroads of the 19th century. Conducted in English. Georges Zayed

RI 396 Teaching of Modern Languages (F; 3)

Analysis of approaches and methods in modern language teaching. Presentation of specific techniques, including the use of audio-visual aids. Emphasis is placed on developing lesson plans and suitable evaluation techniques. Rebecca M. Valette

RI 398 Theatrical Aspects of the Novel (F; 3)

Many famous novelists began their careers as playwrights: Cervantes, Fielding, Stendhal, Gogol for example. This course examines the essential components of both drama and prose fiction, revealing the interdependence of their techniques within the forms of the modern

novel. We shall also consider the adaptation of novels to the stage and the cinema. (Lectures and selected readings in English).

Jill Syverson

RI 699 Honors Seminar in French, Spanish and Italian (S; 3)

Jill Syverson

Bi-Lingual Education Courses

RI 391 Caribbean History and Culture (S; 3)

This course will deal with the social, economic and cultural history of the main islands of the Caribbean. It will also consider the impact of the Caribbean on the American scene. The Department

RI 394 Methods in Bi-lingual Education (S; 3)

This course will explore the history, methods and materials of bi-lingual education. It will deal with some of the problems of the new minorities and how education can help in dealing with them. The Department

Slavic and Eastern Languages

Faculty

Professor Lawrence G. Jones, A.B., Lafayette College; A.M., Columbia University; Ph.D., Harvard University

Associate Professor Irina Agushi, A.B., University of Melbourne; A.M., Indiana University; Ph.D., Harvard University

Associate Professor Michael J. Connolly, Chairman of the Department A.B., Boston College; Ph.D., Harvard University

Lecturer Jovina Y. H. Ting, A.B., Guoli Taiwan Daixue; M.A., Kent State University; Ph.D., New York University.

Program Descriptions

The Department administers undergraduate majors in General Linguistics, in Russian, and in Slavic Studies. Each major program consists of at least twelve one-semester courses at upper-division levels (courses numbered 200 and above). Departmental honors require nomination by the faculty and successful completion of honors comprehensive requirements.

Major in Linguistics:

Students majoring in Linguistics build their programs around a specific area of concentration, the most common of which are Philology and Speech Pathology. The following listing represents the normal program for these two concentrations.

- General Linguistics (Sl 311/En 527);
- concentration in Philology: five courses of a philological nature (e.g. Sanskrit, Old English, Old Irish, Old Persian & Avestan, Classical Armenian, Old Church Slavonic, Old Russian, Middle High German, Old French & Provençal, Palaeography, History of the Romance Languages, Greek or Latin or Hebrew philology);
- concentration in Speech Pathology: Introduction to Speech Pathology, Language Acquisition or Audiology, Anatomy & Physiology of the Vocal Mechanism, Articulation Theories and Therapies, Diagnostic Procedures;
- three linguistics 'topics' courses such as Syntax & Semantics, Indo-European, Poetic Theory, Language of Liturgy, Topics in Linguistic Theory, Applied English Grammar & Style, various advanced tutorials;
- for Philology concentrators: three courses of a language-related nature from non-language departments (e.g. psychology of language, non-verbal communication, language acquisition, speech pathology & aphasia, applied linguistics, artificial intelligence, linguistic philosophy, anthropology);
- for Speech Pathology concentrators: three courses from the above grouping (excluding speech pathology) or from courses of a philological nature.

The Department expects students concentrating in *Philology* to have proficiency in at least one classical and one modern language and to acquire a familiarity with at least two additional language areas. Students concentrating in *Speech Pathology* are expected to acquire a working knowledge of at least one modern language and a reading knowledge of one additional language, and further to be able to work with at least one of the following: a computer language, a sign language, or Greek and Latin medical terminology.

The focus of the linguistics program does not lie in the simple acquisition of language skills, but rather in the analysis of linguistic phenomena with a view toward learning to make significant generalizations about the nature of language.

Major in Russian (normal program):

- four courses in Russian grammar, composition and stylistics at or above the 200-level;
- four courses on Russian literature, of which at least two must be at the 300-level;
- one course in General Linguistics;
- Old Church Slavonic or Old Russian;
- two electives from Russian literature, second Slavic languages, or linguistics offerings.

The Department also recommends at least two courses from related areas in other departments; e.g. in Russian history, art, political science, economics, philosophy, theology, etc.

Major in Slavic Studies (normal program):

- two Russian language courses beyond the level of Intermediate Intensive Russian;
- two courses on Russian literature;
- Old Church Slavonic or Old Russian or a second Slavic/East European language;
- two courses on Russian/Soviet/East European history;
- one course on Russian/Soviet philosophy;
- one course on Soviet/East European politics;
- one course on Soviet economics;
- two electives from an emphasis area in Slavic & East European studies.

An honors AB in Slavic Studies automatically entails conferral of the proficiency certificate of the Center for East Europe, Russia, and Asia.

Course Offerings

Courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's Schedule of Courses.

Sl 003–004 Elementary Russian I/II (F, S; 4, 4)

A course for beginners that stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.

Offered annually

Michael J. Connolly

Sl 009–010 Elementary Chinese I/II (F, S; 4, 4)

An introduction to the speaking, reading, character writing, and comprehension of the modern Chinese literary language (Mandarin). Additional conversation and language-laboratory work required.

Offered annually

Ting Yueh-hung

Sl 053–054 Intermediate Intensive Russian I/II (F, S; 6, 6)

A review of major difficulties in Russian grammar, extensive practice in the reading, translation, paraphrase and analysis of selected Russian texts, plus, in a special practicum, additional vocabulary work, grammar drills and conversation.

Students requiring only one of the two concurrent portions of this course may enroll under Sl 051-052 (Intermediate Russian I/II) or Sl 057–058 (Russian Practicum: Intermediate I/II) respectively.

Offered annually

Lawrence G. Jones

Sl 200 A Survey of Russian Literature (in translation) (F; 3)

Reading, analysis, discussion of representative works, authors and

movements in Russian literature from the eighteenth century up to the present day.

Lectures and readings in English.

Offered annually

Lawrence G. Jones

Sl 205 Tolstoy and Dostoevsky (in translation) (S; 3)

A comparative presentation of Russia's two major writers. Their different perceptions of reality, their views on art, civilization, Christian ethics, etc., are discussed in connection with their principal novels.

Lectures and readings in English.

Irina Agushi

Sl 216 (En 552) Poetic Theory (S; 3)

Traditional and contemporary theories of prosody and metre will be described and analyzed within the framework of modern structural and generative approaches to language as well as from the viewpoint of (Russian) Formalism. Textual material will be mainly English, although students may present texts in any language for required papers.

Lawrence G. Jones

Sl 221 (Th 198) The Language of Liturgy (S; 3)

The application of structural techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the more broadly based systems of non-verbal symbolism (music, gesture, vestments and appointments).

Michael J. Connolly

Sl 225 Russian Folklore (in translation) (S; 3)

The world of Russian folk traditions and writings from the earliest times: fairy tales, legends, epics, religion, art, music, and daily life.

Readings and lectures in English.

Irina Agushi

Sl 227 Advanced Russian Grammar (F; 3)

Intensive reading of difficult Russian texts, translation from English into Russian, correct expository composition and a review of fine points of Russian grammar. Conducted in Russian.

Offered annually

Irina Agushi

Sl 228 Spoken Russian (F; 3)

Practical phonetics and intonation, syntactic and stylistic characteristics of the spoken language, extensive conversational practice and speaking exercises. Conducted in Russian.

Offered annually

Irina Agushi

Sl 233 (En 571) Applied English Grammar and Style (F; 3)

A review of English grammar on modern principles, including constituent and generative analysis, with a view to their application in the writing of clear English prose. Samples of various genres of literary style will be read and used as models for composition exercises.

Lawrence G. Jones

Sl 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theatre. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings will be entirely in Russian.

Irina Agushi

Sl 308 Dostoevskij and Tolstoj (3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian.

Irina Agushi

Sl 311 (En 527) General Linguistics (F; 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models.

Offered annually

Michael J. Connolly

Sl 312 The Indo-European Languages (S; 3)

An introduction to the techniques for a comparative-historical study of the phonology, grammar and etymology of the classical Indo-European languages.

Michael J. Connolly

Sl 314 Old Persian and Avestan (S; 3)

The language of the Achaemenid cuneiform inscriptions and the related earlier dialect of the Zoroastrian Zend-Avesta.

Michael J. Connolly

Sl 316 Old Church Slavonic (F; 3)

The origins and development of the Slavic languages; the linguistic

structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts. Offered biennially
Michael J. Connolly

Sl 317 Old Russian (F; 3)

An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language. Offered biennially
Michael J. Connolly

Sl 320 Pushkin and Gogol' (3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied along with the background of Russian romanticism and the transition to Russian realism. Conducted in Russian.
Irina Agushi

Sl 321 Turgenev and his Contemporaries (3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian.
Irina Agushi

Sl 327 Sanskrit (S; 3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.
Michael J. Connolly

Sl 328 Classical Armenian (S; 3)

A grammatical analysis of Armenian grabar, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts.
Michael J. Connolly

Sl 332 The Russian Short Story (3)

The development and structure of the Russian *rasskaz* and *povest'* from the sixteenth through the twentieth centuries. Readings in Russian.
Lawrence G. Jones

Sl 333 Introduction to the West Slavic Languages (S; 3)

A grammatical and phonological study of a featured West Slavic language (either Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts. Offered biennially
Lawrence G. Jones

Sl 334 Introduction to the South Slavic Languages (S; 3)

A grammatical and phonological study of a featured South Slavic language (either Serbo-Croatian, Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts. Offered biennially
Lawrence G. Jones

Sl 341 The Study of Russian Literature (F; 3)

A proseminar in critical and formal techniques for the analysis, researching and appreciation of literature; bibliography, use of reference works and periodicals; literature from the viewpoints of the authors, readers, and scholars. Readings in Russian.
Irina Agushi

Sl 342 Seminar in Russian Poetry (3)

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian.
Lawrence G. Jones

Sl 343 Old Irish (S; 3)

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts.
Michael J. Connolly

Sl 344 Syntax and Semantics (S; 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models. Theories of meaning.
Michael J. Connolly

Sl 348 Chexov (3)

A close reading in Russian of some of Chexov's major prose, along

with a survey of the critical literature on his works and a brief study of the influence of his style on later Russian writers.

Lawrence G. Jones

Sl 349 Advanced Russian Writing and Translation (S; 3)

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through both imitative and original writing; the theory and practice of preparing refined translations both from and into Russian.

Conducted in Russian.

Offered annually.

Irina Agushi

Sl 350 Advanced Practicum in Spoken Russian (S; 3)

Effective use of the spoken language, including an introduction to simultaneous interpreting and the monitoring and transcription of Russian speech; specialized vocabularies.

Conducted in Russian.

Offered annually.

Irina Agushi

Other courses in the Department's repertory, offered on a non-periodic basis include:

Sl 011-012 Russian Practicum: Elementary I/II; Sl 017 Arabic Language and Culture; Sl 059 Readings from Russian Intellectual History; Sl 206 Language, Society and Communication; Sl 226 Readings in Russian Short Prose; Sl 229 Specialized Readings in Russian Texts; Sl 230 Russian Literature of the Fantastic; Sl 231 Slavic Civilizations; Sl 232 A Survey of Chinese Literature (in translation); Sl 305 History of the Russian Language; Sl 322 The Structure of Modern Russian; Sl 335 Early Russian Literature; Sl 336 Seminar in Soviet Literature; Sl 337 Comparative Slavic Linguistics; Sl 338 Tolstoj & Solzhenicyn; Sl 339 Semiotics and Structure; Sl 351 Topics in Linguistic Theory. Information on these courses and their availability may be received from the Chairman.

Research Courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

Sl 390 Advanced Tutorial: Russian Language (3)

Irina Agushi

Sl 391 Advanced Tutorial: Russian Literature (3)

Irina Agushi
Lawrence G. Jones

Sl 392 Advanced Tutorial: Linguistics (3)

Michael J. Connolly
Lawrence G. Jones

Sl 393 Advanced Tutorial: Chinese (3)

Ting Yueh-hung

Sl 394 Advanced Tutorial: Slavic Linguistics (3)

Lawrence G. Jones
Michael J. Connolly

Sl 791 Russian Literature: Reading and Research (F, S; 3, 3)

By arrangement

Irina Agushi
Lawrence G. Jones

Sl 792 Linguistics: Reading and Research (F, S; 3, 3)

By arrangement

Michael J. Connolly
Lawrence G. Jones

Sl 794 Slavic Linguistics: Reading and Research (F, S; 3, 3)

By arrangement

Lawrence G. Jones
Michael J. Connolly

Sociology

Faculty

Visiting Professor Benedict S. Alper, A.B., Harvard University

Professor Peter L. Berger, A.B., Wagner College; M.A., Ph.D., New School for Social Research

Professor Severyn T. Bruyn, A.B., A.M., Ph.D., University of Illinois

Professor John D. Donovan, A.B., A.M., Boston College; Ph.D., Harvard University

Professor Lynda Lytle Holmstrom, Chairperson of the Department B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

Professor Ritchie P. Lowry, A.B., A.M., Ph.D., University of California at Berkeley

Visiting Professor Richard Quinney, B.S., Carroll College; M.S., Northwestern University; Ph.D., University of Wisconsin

Professor David Horton Smith, A.B., University of Southern California; A.M., Ph.D., Harvard University

Associate Professor Jeanne Guillemin, A.B., Harvard University; A.M., Ph.D., Brandeis University

Associate Professor David A. Karp, A.B., Harvard College; Ph.D., New York University

Associate Professor Seymour Leventman, A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Associate Professor Michael A. Malec, B.S., Loyola University; M.S., Ph.D., Purdue University

Associate Professor John B. Williamson, B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Assistant Professor Paul Bernstein, A.B., University of Michigan; A.M., Ph.D., Stanford University

Assistant Professor Charles K. Derber, B.A., Yale University; Ph.D., University of Chicago

Assistant Professor Paul S. Gray, A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Assistant Professor Sharlene J. Hesse-Biber, A.B., A.M., Ph.D., University of Michigan

Assistant Professor Stephen J. Pfohl, B.A., Catholic University of America; M.A., Ph.D., Ohio State University

Assistant Professor Joyce R. Rothschild-Whitt, B.A., University of Illinois; M.A., Ph.D., University of California

Assistant Professor Paul G. Schervish, A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

Assistant Professor Eve Spangler, A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Program Description

The undergraduate program in sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interaction. The program prepares students for graduate study in sociology, social work, urban affairs, governmental administration, criminal justice, the law, industrial organization, education, etc. The sociological perspective in general and the technical knowledge and skills developed in the program contribute to personal growth and are useful in a broad range of occupations.

The social science core requirement: This requirement may be filled by taking any courses numbered Sc 001–Sc 099; the themes of these courses are concerned with the many groups that the individual forms—families, tribes, communities, and states, and a great variety of social, religious, political, business and other organizations that

have arisen out of living together. A course number Sc 100 or below is a prerequisite for all higher numbered courses. When this prerequisite has been satisfied, higher numbered courses can fulfill the social science core requirement.

Requirements for the major in sociology:

1. Principles of Sociology, Sc 100, is the first required course and is a prerequisite for all upper level courses. NOTE: Introductory Sociology (Sc 001) can also fulfill this requirement, although Principles is preferred.

2. Statistics (Sc 200), Sociological Theory (Sc 215), and Methods of Social Research (Sc 210); these may be taken concurrently with the six required electives. It is recommended that Statistics be taken before Methods of Social Research.

3. Of the six electives, at least three must be Level III (courses numbered 300–699).

Course Offerings

Core

Sc 001 Introductory Sociology (F, S; 3)

An introduction to the basic principles and perspectives of sociology, with some emphasis on the study of American society.

The Department

Sc 003 Introductory Anthropology (F, S; 3)

An introduction to the field of anthropology, including physical and social anthropology, ethnography, and cross-cultural studies.

Jeanne Guillemin

Sc 022 Crime in America (F, S; 3)

An introductory course in criminology for students who have had little prior exposure to a course in sociology. A critical view of the criminal law, the volume and the cost of crime, the dilemma of the police, the court, and correctional institutions in contemporary societies—here and abroad.

Benedict S. Alper

Sc 030 Deviant Behavior (F, S; 3)

An exploration of basic issues in social deviance and social control. The development and control of deviant behavior, statuses and identities are examined in terms of the twin social processes of institutionalization and stratification. Major perspectives will be considered; mental illness, corporate and government crimes, drug use and alternate sexual life-styles will be discussed.

Stephen J. Pfohl

Sc 041 Race Relations (F; 3)

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, racial and ethnic ideologies in relation to processes of social change.

Seymour Leventman

Sc 049 Social Problems (F; 3)

A beginning level course in social problems that will focus on several areas including poverty and inequality, racism, sexism and corporate power.

Paul G. Schervish

Sc 051 Power in Contemporary Society (F; 3)

An examination of types of power (force vs. authority); power bases (charisma, tradition, bureaucracy); problems of power (loss of authority); uses and abuses.

Ritchie P. Lowry

Sc 055 Sociological Awareness (S; 3)

An introduction to the personal meaning of the sociological perspectives and research. Students will be required to get involved in classroom demonstrations and out-of-class "experiments" of their own choosing that will, if successful, provide experiences that directly show how society works, how it affects the individual and what one can do to develop and preserve personal integrity in the face of societal pressures toward conformity.

David Horton Smith

Sc 083 Alienation in American Society (S; 3)

An examination of the concept of alienation; an examination of the theories of alienation. Utilizing varied theoretical perspectives, we will then examine particular conditions in modern industrial society that have led to man/woman's estrangement and show some ways, both creative and destructive, in which men and women have responded to that estrangement.

Sharlene J. Hesse-Biber

Required for Majors**Sc 100 Principles of Sociology (F; 3)**

An advanced introductory course for majors in sociology.

David A. Karp

Sc 200 Statistics (F; 3)

An introduction to descriptive and inferential statistics. Topics include: measures of centrality and dispersion; association and correlation; probability and hypothesis testing.

Michael A. Malec

Sc 210 Methods of Social Research (F, S; 3)

Theory and method in social research; research designs and techniques; exercises in selected research procedures.

Paul S. Gray

Sharlene J. Hesse-Biber

David A. Karp

Sc 215 Sociological Theory (F, S; 3)

The development of theory from the beginning of the 19th century to the present.

Peter L. Berger

Eve Spangler

Electives**Sc 120 The Political, Economic and Ethical Dimensions of World Hunger (F; 3)**

A multidisciplinary analysis of the roots of world hunger and of proposals for alleviating the problem. An examination of the roots of hunger and poverty, the problems of developing nations, the role of developed nations, multinational corporations and hunger, the limits to growth, trade and food, and the role of foreign aid.

Sr. Jeanne Gallo

Sc 123 Juvenile Delinquency and the Juvenile Court (S; 3)

The special attributes of childhood which entitle them to special consideration by the juvenile court and correctional process. "Causes" of delinquency; the history of societal attitudes toward and treatment of youthful offenders; alternatives to traditional handling of juveniles; prediction and prevention. A visit will be arranged to a juvenile court session.

Benedict S. Alper

Sc 126 Crime, Violence in American Society (F; 3)

The course provides a sociological understanding of violent behavior, its relationship to criminal law; social structural factors; the social psychology of violence; the social political meaning. Major crimes of violence (homicide, assault, rape, robbery) are discussed in terms of patterns, settings, and victim-offender relationship. Cross-cultural comparisons. The use and control of violence; political violence and terrorism and violence in the name of social control (violence by police and government).

Stephen J. Pfohl

Sc 127 Childcare and Corrections I (F; 3)

The course will include theory of therapy used in the care of children including the emotionally disturbed, classroom work, and field training in a children's treatment center. Requirements include 15 hours per week practicum. Close supervision will be given to a journal and field experience. Enrollment is limited with consent of instructor required.

Johan Westerkamp

Sc 128 Childcare and Corrections II (S; 3)

Continued exploration in therapeutical practices. Special attention will be given to comparative treatment centers as well as case preparation for treatment conferences.

Johan Westerkamp

Sc 130 Deviant Social Action (F; 3)

An introduction to collective deviance in human society—deviant voluntary groups and social movements (e.g., Gay Liberation, Ex-drug addict groups, secret societies), social protest activities, mobs, riots, and revolutions. Why, where, when and how does collective deviance occur, who participates in it, and what effects does it have?

David Horton Smith

Sc 135 Sociology of Nonviolence (F; 3)

An examination of the social conditions underlying violence and the processes by which they are overcome through creative conflict.

Severyn T. Bruyn

Sc 137 Population and Ecology (S; 3)

A study of the problems related to the interrelationship between population processes and the physical and social environment; historical and present day trends in population growth with special emphasis on third world countries; international and internal migration; sex, race, and class differences in fertility and mortality.

Sharlene J. Hesse-Biber

Sc 154 Sociology of Medicine (F; 3)

The organization of medical care; the structure of the professions providing medical services (education and training, professional associations, competition between various professional groups); client-professional relationships, and the structure of hospitals and clinics.

Lynda Lytle Holmstrom

Sc 160 Sociological Study of Religion (F; 3)

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day religious situations.

Theodore Steeman, O.F.M.

Sc 165 Anthropology of Law (S; 3)

A cross-cultural study of legal codes and processes, emphasizing native African systems, North American Indian lawways, and other traditional means of community-based social controls. Field work in the courts and police departments of Boston and local townships required.

Jeanne Guillemin

Sc 168 Sociology of Education (S; 3)

A survey of American educational institutions from kindergarten to professional schools, united by two major themes: 1) the relationship between class inequality and schooling and 2) the world of the school as constructed by its participants

Eve Spangler

Sc 170 Political Sociology (F; 3)

The course is designed to provide an understanding of the social requisites of democratic systems, of how bureaucratic, organizational and community factors influence political processes, and of some of the sociological parameters of foreign policy decisions.

Ritchie P. Lowry

Sc 181 The Social Psychology of City Life (F; 3)

An examination of the central images that have dominated social scientists' view of city life. The question that will guide our effort asks "How do persons give meaning to, adapt to, and make intelligible their lives as city dwellers?" Special attention to gaps, omissions or deficiencies in traditional theoretical explanations and substantive features that have been relatively neglected in the literature on urbanism.

David A. Karp

Sc 184 Sociology of the Legal Profession (S; 3)

A description and analytical study of the changing work culture of the American lawyer.

John D. Donovan

Sc 186 Society and Personality (S; 3)

A presentation of various ways in which sociology can help illuminate everyday life situations and the psychology of individuals.

Peter L. Berger

Sc 191 Comparative Social Change (S; 3)

The analysis of major social changes in America and in poor countries, seen through a variety of theoretical perspectives. Topics covered include: political and economic inequality, social revolution, and "future shock."

Paul S. Gray

Sc 250 Perspectives on War, Aggression and Conflict Resolutions (F; 3)

An exploration from an interdisciplinary perspective of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.

Rein A. Uritam

Sc 251 Perspectives on War, Aggression and Conflict Resolutions (S; 3)

Rein A. Uritam

Sc 270 Problems of Social Change in a Militarized Economy (S; 3)

The course will explore some of the current efforts at conversion of the American economy from its current reliance on military-related spending to that of civilian priorities. Characteristics of the economy since World War II; the history, meaning and promise of conversion; case studies in conversion efforts; implications for social change.

Antony Mullaney

Sc 299 Reading and Research (F, S; 3)

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. This is not a classroom course.

The Department

Sc 319 The Sociology of Knowledge (F; 3)

A systematic presentation of the sociology of knowledge as a theory dealing with the interrelations of social institutions and consciousness, society and ideas.

Peter L. Berger

Sc 325 Crime and Justice in the Bible (F; 3)

The course, to be given jointly by a professor of Sociology and a professor of Theology, will explore sociological and theological issues in selected Old Testament texts which deal with concepts of justice and with criminal incidents. The course is designed to introduce students to those aspects of the Bible which cast light on life in biblical times and the enduring effect of biblical laws and customs.

Benedict S. Alper

Cheryl Exum

Sc 327 Childcare Supervision I (F; 3)

The course aims to develop theory, methodology and analysis of supervising attitudes and procedures in the childcare and corrective field. Designed for those who have taken Sc 127 and Sc 128, the course is also open to students who have equivalent backgrounds.

Johan Westerkamp

Sc 328 Childcare Supervision II (S; 3)

Johan Westerkamp

Sc 363 Women at Work (F; 3)

An examination of the current issues involving women's participation in the labor market: The combination of family and career roles; the social and psychological adjustments of different groups of women; the social and political forms of sex discrimination. A cross-cultural perspective will be utilized in our exploration of these issues.

Sharlene J. Hesse-Biber

Sc 366 Social Problems of the Economy (F; 3)

An exploration of the relationships between social problems and the economic order and how certain economy structures generate social problems and how those problems may be solved in part by creating alternative structures. We will consider such problems as pollution, unemployment, maldistribution of wealth, welfare, and economic domination.

Severyn T. Bruyn

Sc 378 Introduction to Social Work (F, S; 3)

A broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modi operandi* of the settings in which social work is practiced.

Dwight S. Adams

Albert F. Hanwell

Sc 422 Topics and Issues in Criminology (F, S; 3)

By arrangement with instructor.

Benedict S. Alper

Sc 440 The Professions and Ethics (S; 3)

A comparative review of ethical problems and codes in medicine, law, and social science. Issues of service to clients, control of information and the education of succeeding generations of practitioners are discussed along with historical change in concepts of professional authority and behavior.

Jeanne Guillemin

Sc 452 Social Justice, Social Movements and Social Change (S; 3)

An examination of the changing societal meanings of "social justice" in American history, with particular emphasis on the last few decades. Visions of social justice will be related to the growth and impact

of social movements in the form of societal change. The relative importance of technological vs. social innovation in contributing to societal change will also be discussed.

David Horton Smith

Sc 472 Social Stratification: Inequality & Social Control in America (F; 3)

A study of the major class divisions of American society—their internal organization and their relationships to other strata. A major theme of the course concerns the mechanisms used to maintain an inegalitarian class structure in a society which prides itself on an egalitarian ideology.

Eve Spangler

Sc 491 Modernization and Development (F; 3)

The course presents several theories of social, political, and economic development in the context of explaining events in Asia, Africa, and Latin America. Emphasis is placed on the part played by emerging institutions: parties, bureaucracies, trade unions, armies—in meeting the challenges of dependency and modernization.

Paul S. Gray

Sc 495 Ireland: Society in Transition (S; 3)

A description and analysis of some of the major demographic, social, economic, and cultural changes which are taking place in contemporary Ireland.

John D. Donovan

Sc 511 Field Work Methods (F, S; 3, 3)

This course will allow students to formulate field research projects and pursue those projects under the guidance of the instructor. Case studies from the anthropological and sociological literature will be used as examples of research methods.

Paul S. Gray

David A. Karp

Sc 512 Computer Application in Social Research (S; 3)

A training in the use of program packages oriented toward statistical analysis of large masses of data. Specific packages will be discussed and students will be expected to run programs. No previous experience with computers is assumed but a background in statistics is recommended.

Paul G. Schervish

Sc 513 Evaluation Research (S; 3)

The course focuses on the evaluation of action programs in the health, education and welfare sectors with special attention given to alternative research designs, conflicts between evaluator and program personnel, political pressures and utilization of research design for decision-making.

David Horton Smith

Sc 529 Sociology of the Family and Sex Roles (S; 3)

An analysis of the sociological theories and research dealing with the family with particular attention to its relation to the broader society and the internal dynamics. Considerable emphasis on the interconnections between these aspects and changing sex roles.

Lynda Lytle Holmstrom

Sc 531 Deviance and Social Control (F; 3)

An advanced study of deviance and social control; a critical review of major theoretical and research frameworks; an examination of the process of "becoming deviant" and a discussion of current strategies of social control.

Stephen J. Pfohl

Sc 535 Prisons Past, Present and Future (S; 3)

The course will review the history of punishment, assess the present state of penal philosophy and practice, and consider existing and proposed alternatives.

Benedict S. Apler

Sc 542 Ethics and Social Change (S; 3)

An exploration of methods of making ethical evaluations of projects of social change, on the interface of sociological analysis and ethics. After a number of orienting lectures, students will do case studies of various attempts to induce social change.

Peter L. Berger

Sc 549 Social Problems Theory and Policy (S; 3)

Brief history of the development of popular beliefs and scientific theories about social problems, from evil-equals-evil to blaming-the-victim myths, including deviancy, disorganization, and functional analysis.

Ritchie P. Lowry

Sc 550 Important Readings In Sociology (S; 3)

Members of the seminar will read and discuss a number of books generally considered significant in the development of sociology. Throughout the semester discussion will center on the characteristics of these important researches. A consideration of the relationship

between method, theory and analysis. Each work will be analyzed in terms of its general contribution to sociology and its place within the development of particular areas.
David A. Karp

Sc 555 Senior Honors Seminar (F; 3)*Sharlene J. Hesse-Biber***Sc 556 Senior Honors Thesis (S; 3) or (S; 6)***By Arrangement***Sc 561 Child Health and Public Policy (F; 3)**

The course deals with national and community-level problems in maternal and child health and government approaches to their solution. Material will be presented on other industrialized societies and developing nations. The history of United States legislation of child health programs will be covered, with special reference to current reforms.
Jeanne Guillemín

Sc 566 Introduction to Organizational Democracy I (F; 3)

Prerequisite: Admission to Social Economy and Social Policy graduate program or permission of instructor.

A core course in the Social Economy and Social Policy program. In the first semester of the two semester course, we will examine the normal form of contemporary organization—bureaucracy—and then the various participatory alternatives: joint labor-management committees; “quality of workplace” projects; worker-owned companies; communitarian settlements and national participatory economies. The class is organized to maximize participation by all students.

*Paul Bernstein***Sc 566 Advanced Organizational Democracy II: Theory and Research (S; 3)**

An in-depth look at selected topics in organizational democracy, with particular attention to research in the frontier of these issues; the relationship between ownership and control; conditions that sustain or undermine organizational democracy; varieties of work reform; comparison of domestic to international cases; constraints of the environment on self-managed enterprises; prospects for the development of a cooperative sector.
Joyce Rothschild-Whitt

Sc 567 Fieldwork Practicum in Participatory Organizations (S; 3)

We examine how to change organizations toward greater participation. The student's future role as change-agent or consultant to organizations is examined carefully, as well as the various techniques available for changing organizations towards more democracy and participation that are being practiced in the field. In-field experience will be arranged as far as possible.
Paul Bernstein

Sc 582 The Labor Process and the Transition to Socialism (F; 3)

This advanced course critically reviews various strains of Marxist theory and research on 1) the fundamental contradictions of capitalist relations of production as embodied in the labor process and 2) the potential for overcoming these contradictions through a transition to socialism. Analysis of the history and contemporary shape of domination, class structure, class struggle derived from relations in the work place, and the theory and practice of efforts to institute democratic socialism in Western Europe, Latin America and the United States.
Paul G. Schervish

Sc 583 Evolution of Consciousness (S; 3)

An examination of the principles of evolution which provide insight into human development. The main focus will be on the discovery of new energy fields indicated in part by paranormal behavior. We will study the social and empirical foundations for such phenomena as telepathy, clairvoyance, precognition, psychokinesis, out-of-body experiences, radical healing, and poltergeists.
Severyn T. Bruyn

Sc 597 Work and Personality in the Middle Years (F; 3)

An analysis of the aging processes in middle life and their demographic, psychological, and sociological implications for familial, occupational, and other institutions.
John D. Donovan

Sc 665 Sociology of Law (F; 3)

An examination of the American justice system, primarily from the perspective of the people who work within it: lawyers, judges, policemen, parole officers, prison chaplains, prison guards, court psychiatrists, etc.
Eve Spangler

Sc 666 Economy and Society (S; 3)

An examination of the relationship between the structure of society and the nature of the economic system. Particular attention will be given to an analysis of the economic and class dynamics in American society and alternative forms of social organization to carry out economic activities.
Severyn T. Bruyn

Sc 670 (Mc 670) (Pl 670) Technology and Culture (F; 3) or (S; 3)

This course examines the philosophical, psychological, social, legal and economic sources, impact and direction of modern technology, focusing upon the effects on the individual, society in general and on organizations. Students should expect to raise and analyze significant issues in these areas. An elementary understanding of some aspect of applied modern technology (e.g., computers, mass communications, etc.), and an interest in where society is, and is going, by virtue of this burgeoning technology is a prerequisite.

William Griffith

Speech Communication and Theatre

Faculty

Professor John Henry Lawton, A.B., Emerson College; A.M., Boston College; Ph.D., State University of Iowa

Associate Professor Donald Fishman, Chairman of the Department B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Associate Professor Joseph M. Larkin, S.J., A.B., Boston College; A.M., Catholic University of America; S.T.B., Weston College

Associate Professor J. Paul Marcoux, Assistant Chairman of Department B.S., Fitchburg State College; M.Ed., Boston University; Ph.D., Northwestern University

Associate Professor Dorman Picklesimer, Jr., A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

Assistant Professor Howard C. Enoch, A.B., University of Kentucky; M.F.A., Boston University

Assistant Professor Marilyn J. Matelski, A.B., Michigan State University; A.M., Ph.D., University of Colorado

Assistant Professor Linda Rosen, B.S., Northwestern University; M.S., Ph.D., University of Pittsburgh

Adjunct Assistant Professor Daniel M. Rohrer, Director of Forensics A.B., Western Michigan University; A.M., University of Wisconsin; J.D., Boston College

Instructor Donald L. Hurwitz, A.B., Sarah Lawrence College; Ph.D. (cand.) University of Illinois

Lecturer Gail Ann McGrath, A.B., Heidelberg University; A.M., Bowling Green State University

Program Description

The Department of Speech Communication and Theatre offers major programs for undergraduates in three main areas: Communication Studies, Theatre Arts, and Speech-Language Pathology and Audiology.

Majors in Communication Studies must complete eleven courses (33 hours) in their program of study. Sa 101 Formal Speaking in Public, and Sa 105 Man and Communication are required for all students. Majors are expected to complete the remaining nine courses in the four major areas of the curriculum: (1) Personal Development, (2) Theory, (3) Mass Media Production, (4) Media Criticism. Qualified students are encouraged to assume partial internships at radio and television stations, or at magazines, newspapers, and advertising and public relations agencies. The internship program is open to all students who have achieved a cumulative grade point average of 3.2 or better, and who have completed the proper course work. Qualified

majors usually begin their internships in the second semester of their junior year.

The theatre program in the Department is designed to introduce students to a wide range of knowledge associated with acting, directing, set design, and the theory, history, and criticism of the theatre. Majors are required to complete ten courses (30 hours) including: Sa 141, Sa 143, Sa 144, Sa 145, Sa 146, Sa 302, Sa 306, and Sa 556. Theatre majors are usually actively involved in the Boston College Dramatics Society, an organization which serves as the production arm of the university theatre. Participation in the Dramatics Society as members of the cast, crew, and staff is expected of all theatre majors.

It should be noted that only certain theatre courses may be used to meet University core curriculum requirements in the humanities. These are: Sa 140, Sa 141, Sa 143, Sa 144, Sa 145, Sa 146, Sa 147. Consultation with Department Faculty is recommended regarding these and related matters.

The Department also offers a course sequence in Speech-Language Pathology and Audiology. The sequence begins with Sa 171 Introduction to Speech-Language Pathology and Audiology and culminates with a clinical practicum for students in either the College of Arts and Sciences or the School of Education. This sequence is an approved concentration for majors in Biology, English, Linguistics, Psychology, Spanish, and Speech Communication. It is also a concentration for students in the School of Education who are majoring in Elementary Education, Elementary/Special Education, and Human Development. Students interested in pursuing this course should consult academic advisors within their major departments and Dr. Linda Rosen. This program is a graduate school preparatory curriculum.

Course Offerings

Speech Communication

Basic Theory and Performance Courses

Sa 099 Introduction to Communication (F; 3)

This is a survey course designed to introduce students to the four main divisions in communication studies. Attention will be devoted to pivotal concepts in oral communication and the practical application of theoretical concepts. This is a performance as well as theory course. Open to freshmen. *The Department*

Sa 101 Formal Speaking in Public (F, S; 3)

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive and argumentative addresses. Attention is given to various modes of speaking, including extemporaneous, impromptu and manuscript methods. A considerable use is made of recordings, so that students may evaluate their own progress. This course is required for all communication majors. *The Department*

Sa 102 Techniques of Argumentation (F, S; 3)

This course will be concerned with uniting traditional argumentation theory and modern decision theory to formulate a conceptual framework for problem solving and decision making in advocacy. It will attempt to equate conflicting values which relate to problems of administration, policy making and implementation of policy alternatives. These methods will combine theories of decision making and problem solving with persuasive uses of language in the context of conflict, controversy and cooperation. Students will prepare for and participate in formal debates. *Daniel M. Rohrer*

Sa 103 Influence and Action, Further Elements of Persuasion (F; 3)

How and why audiences are persuaded to accept a speaker's viewpoint with experience in applying principles to classroom speaking situations. *Donald Fishman*

Sa 104 Interpersonal Communication (F, S; 3)

This course is based upon the premise that most of the communication in which people engage is interpersonal rather than public. It relates more closely to the day-to-day communication needs of contemporary society. Student participation in this course ranges from dyadic (one to one) communications to formal situations. The course

is divided into three sections: (1) know self, (2) know others, and (3) know the message. Both verbal and non-verbal communication techniques stressed. *Dorman Picklesimer, Jr.*

Sa 105 Man and Communication (F, S; 3)

A historical survey of communication theories and practices in Western cultures up to the Twentieth Century. This course is required for all communication majors. *Donald Fishman*

Sa 107 Voice and Articulation for the Electronic Media (S; 3)

Especially designed for students who wish to handle scripts effectively in radio and television performance, this course focuses upon a variety of news reports, public interest announcements and commercials which provide class members with practical experience in reading aloud. Attention will be given as well to clear articulation and pronunciation which observes the General American standard. In this process students who have problems with local accents and sloppy articulation (undesirable for professionals in the electronic media) receive personal attention from their professor and are encouraged to develop acceptable speech performance. Students, including communication majors, who are confronted with problems in these areas are urged to elect this course and deal with their difficulties meaningfully. This experience is as important for all students at the university as it is for communication majors. *Gail-Anne McGrath*

Advanced Courses

Sa 202 Persuasive Speaking in Conference and Committee (F; 3)

This course is concerned with developing the skills of the student advocate who seeks a future in business and industrial management, public service or the law. The class opens with a concentration on the preparation of a persuasive message which calls for a change in policy or procedure within a corporate division, business department or in local, state or national legislature. Appropriate language, organization and the several facets of persuasive argumentation are studied. Time is given to analyzing the audience in a boardroom, a departmental meeting and decision-making committee, and the process of adapting the message to a specific audience is studied. In a series of speeches, gradually increasing in length, students will work to improve their delivery and will make use of videotape in the process. In the final meetings of the class students will present longer speeches. This course is for non-majors only. *John Lawton*

Sa 206 Group Dynamics (S; 3)

This course concentrates on the problem-solving process using the group discussion method. While both sociological and psychological aspects are considered, the emphasis in the course is on group and interpersonal communication techniques. Attention is given to participation and leadership in problem-solving and policy making discussions. *Dorman Picklesimer, Jr.*

Sa 212 Freedom of Speech, Press and Association (S; 3)

Students will survey limitations on free expression which are operative in American society, and consider the historical, philosophical and legal background of such limitations. Attention is focused on the free speech theories which have emerged in the 20th century decisions of the U.S. Supreme Court. During these years of political disputes and economic crisis, the individual's freedom of expression in the public forum will be investigated. The course will concentrate on political dissent and human rights in the US and abroad, free press, fair trial and whether TV cameras and newsmen should appear in courtroom trials, shield laws and newsmen's privileged protection of confidential sources of information, executive and legislative immunity and secrecy in all branches of government, and the policy implications of the conflict between the Privacy Act and the Freedom of Information Act. Attention will also be given to public access to the media, equal time, free time and the fairness doctrine, defamation of character, and invasion of privacy with an emphasis on advertising law in these areas. Reading of two major textbooks and extensive class handouts will be required. *Daniel M. Rohrer*

Sa 213 Media Law (F; 3)

This course will examine the constitutional and regulatory framework controlling the electronic media. Emphasis will be placed on the philosophical premises underlying the system of freedom of expression as well as the current operational difficulties. Attention

will be focused on topics dealing with (1) legal protection in broadcasting news and opinion (2) the right of access to the media (3) standards for judging the public interest (4) cable television. Completion of Sa 212 or consent of the instructor is required.

Donald Fishman

Sa 214 Campaign Rhetoric (F; 3)

This course is taught in the fall of each election year. It involves studies in the rhetoric used by presidential and congressional aspirants. It considers the making of issues, the developing of issues, rhetorical strategy and tactics in election speech-making, and the meeting and avoiding of issues.

Daniel M. Rohrer

Sa 216 The Reporter and the Law (F; 3)

This course involves a consideration of the day-to-day techniques of news reporting of the courts which provide an important explanation of the key differences between the professions of journalism and the law. It describes basic approaches to legal reporting in general and analyzes the special legal risks that confront the reporter on the court house beat and in the investigation of crime related stores.

Daniel M. Rohrer

Sa 217 Public Platform: The Pathfinders Women and Communication 1860-1920 (F; 3)

This is a course designed for lecture and discussion on women educators, writers, artists and labor organizers of the late 19th and 20th Centuries. The course will be approached from the point of view of effective persuasive communication.

Mary T. Kinnane

The Mass Communication Media

Sa 320 Mass Media: Survey in the 20th Century (S; 3)

This survey course will examine the nature, scope, and function of the mass media in America. Attention will be placed on both print and the electronic media and an attempt will be made to formulate rhetorical interpretations about the impact of the media on various segments of American life. Special emphasis will be given to the development of an access principle, a reassessment of the fairness doctrine, and recent license renewal challenges. Consideration will also be given to the broader themes that are raised by transformations in the media during the 1970s.

Marilyn Matelski

Sa 321 Radio: An Introductory Course (F; 3)

Areas to be studied include: history of radio, the Federal Communications Commission, broadcast law, radio station operation and radio programming. Practical experiences center on audio production and performance, newswriting, and commercial writing.

Marilyn Matelski

Sa 322 Television: An Introductory Course (S; 3)

Areas to be studied include: history of television, the Federal Communications Commission, broadcast law, television station operation and television programming. An important part of the course is television production and performance.

Donald Hurwitz

Marilyn Matelski

Sa 323 Introduction to Journalism (F; 3)

In a general survey course on how to read and write for newspapers and magazines, we will be focusing most of our attention on the Boston media. Students will learn how articles and publications are put together, how orders of priorities are decided, how writing styles can be improved. Learning how to read critically is a byproduct of this course. Students will be required to write an interview story, a news feature, an on-the-spot feature, a column or review, and a final in-depth report. Leaving campus to pursue stories will be a necessity. Students will also be expected to keep abreast of the world's day-to-day news and events.

Maureen Goss

Laurence Barton

Sa 325 Introduction to Public Relations (F, S; 3)

This introduction to the field treats its definition and concepts as well as its historical development and its ethical and legal factors. Relationships between public relations, publicity, and the mass media receive attention. Emphasis is placed on audience analysis and on such essential public relations devices as the interview, press conferences, newspaper features, profiles and special articles. Client preparation for the televised talk show is also considered

Donald Fishman

Sa 326 Introduction to Advertising (F, S; 3)

A survey of advertising practices and procedures, this course will

look at advertising as communication. There will be examinations of consumer behavior and the way advertising influences it; research for advertising, the organization of the advertising agency and its relationship with a client, the determination of an advertising budget.

Donald Hurwitz

Sa 329 Special Program Concepts in the Electronic Media, The Interview, The Talk Show and Political Speaking (F; 3)

Firstly this class is concerned with the techniques of radio and television interviewing. Next attention is centered on the talk show concept and various program types are analyzed. Several talk show hosts in the Greater Boston area will discuss major problems which have confronted them, and the solutions which they employed. Special attention is given to the techniques of handling an audience-participation talk show.

During the final weeks of the course class members will study effective political speaking on radio and television and reconsider the techniques of such persuasive media performers as Franklin D. Roosevelt, John F. Kennedy and Senator Wayne Morse (Oregon). In addition to this study of models students may prepare and video tape their own persuasive speaking.

As the course ends all students will submit a documented essay on a topic approved by the professor.

John H. Lawton

Sa 330 Radio and Television Workshop (F; 3)

Prerequisite: Sa 329 Talk Show (no exceptions)

In this class students are concerned entirely with the preparation of radio and television programs for stations in the Greater Boston area, in Eastern Massachusetts, and (in some instances) at Portland, Maine and Providence, Rhode Island. By permission of the professor only.

John H. Lawton

Sa 331 Problems in Television News and Public Affairs Broadcasting (S; 3)

Prerequisite: Sa 322, Sa 323

Equivalent experience must be cleared with the instructor before permission to enter the course can be granted.

This course is an intensive study of the production techniques, writing, and management of television news operations. In addition to attending lectures and other presentations, the class will gather, write, edit, and produce news material in programs to be recorded at the college's closed-circuit production studio during the semester. Students must be prepared to spend at least two or three hours per week in lab times to be arranged in the first class meeting. Guest lectures by local television news and public affairs personalities will highlight the course meetings during the semester.

Marilyn Matelski

Sa 332 Broadcast Writing (F; 3)

Writing of various types of materials for broadcast use. The course will emphasize those skills necessary for entry level positions which require writing skills. Types of continuity to be studied will be news, commercial copy, and dramatic writing for both radio and television. The role of the writer in a production will also be discussed.

Marilyn Matelski

Sa 333 The Television Documentary (F; 3)

This course explores the past 25 years of documentaries, news specials and investigative reports on television. As we view in class several examples from the vaults of CBS, NBC, ABC and the public broadcasting network, we will be concentrating on three areas: the changing history of style and content in TV documentaries, a survey of the process of the making of a TV documentary, and the art of analyzing and critiquing a TV documentary. Written reviews will be required. We will also be examining the genesis of one independently-made film in a guest lecture.

The Department

Sa 334 The American Film: Influencing Action in the Business and Political Communities (F; 3)

This course is concerned with the role of films in shaping public opinion and influencing decision making. Students will view and analyze moving pictures released by agencies in the Federal government with a view toward arousing sympathetic public response. Various documentaries circulated by Departments of the Interior, Defense and Health, Education and Welfare will be given special attention. Network documentaries such as "The Secret War" and "Hunger in America" will also be shown and discussed. Attention will be given

as well to advertising and documentaries released by business concerns. Thus, the thrust of the course is to broaden student understanding of the cinema as a significant agency in influencing public opinion.

John H. Lawton
Marilyn Matelski

Sa 337 Film Propaganda: The Cinema of War and Peace, Poverty and Racism (S; 3)

This course is concerned with the role of propaganda in creating and sustaining a war climate. World War II and the Vietnamese conflict receive particular attention, and the class focuses upon the electronic media, analyzing their impact on the American public. Students also evaluate the effectiveness of film and television programming combating racism and warring on poverty. Selected films and television documentaries are viewed, techniques analyzed, and effects, if any, on national policy making are determined.

John H. Lawton
Marilyn Matelski

Sa 339 Advertising Law (F; 3)

This course concentrates on the legal and regulatory framework within which the field of advertising attempts to function. It includes three units entitled: (1) Warranties and Deceptive Advertising, (2) False and Deceptive Advertising, and (3) Commercial Speech. The first unit addresses the problem of contractual and tort liability in advertising, and suggests that warranties limit rather than create liability on the part of the industry. Unit two considers both federal and state regulation in advertising, and investigates the question of puffery in advertising. The third unit ties together a wide range of advertising issues which have emerged in the 1970's. They include the regulation of prescription drug prices, birth control devices, legal fees for services, and the possibility of advertising medical care prices. The question of whether corporations should be permitted to finance the advertising and promotion of political issues bridges the gap between commercial and political speech, as does the controversy over whether sex and violence on television transfers into reality in the lives and actions of its viewers. Race and sex discrimination in advertising is considered, as are the interests of Action for Children's Television and the question of whether media conglomerates should be dispersed.

Daniel Rohrer

Sa 344 Broadcasting and the News (F; 3)

This course will examine the relationship between broadcasting and the news as it has developed over the past half century. Topics to be considered include: the perspective broadcasting lends to events; changing standards of what is "newsworthy"; issues in the organization and operation of network news departments; the implications of various formats for presenting the news.

Donald Hurwitz

Sa 345 Social Aspects of Mass communication (s; 3)

This course assesses the impact of the electronic media on American institutions, habits of thought, and styles of life. Topics to be considered include: the role of the mass media in creating a mass society; the debate concerning the effects of television; the sociology of media professionals; and new communications technologies and the American future.

Donald Hurwitz

Sa 346 Broadcasting and Its Audience (F; 3)

What are the mechanisms and standards of judgement that can be applied to guide and evaluate the broadcast industry in its mission? This course will examine three perspectives on those who receive the messages of mass media: market, public, and audience. After exploring the background and development of these conceptions, we will go on to consider the varieties of social sciences—program and audience measurement, ascertainment surveys, etc.—growing out of them and adopted by the broadcasting community. We will then examine the criticisms made of these forms of research by the industry, citizen groups, and the popular press. The course will culminate in an evaluation of the whole: the audience standard that has evolved, and the mechanisms of commercial social research that support it.

Donald Hurwitz

Sa 442 Commercial Writing: The Print Media (S;3)

Prerequisite: Ability to write.

This course focuses on how to bring salesmanship into your writing style, how to market specific commodities, how to persuade an audience or certain consumers to accept your product and your personality. We will concern ourselves with the field of advertising

copyrighting and the general idea of public relations and promotions. This is all directed to the print media only and not radio or TV.

Laurence Barton

Sa 444 Commercial Writing for Television and Radio (S; 3)

This course is concerned with an exploration and verbal techniques employed in advertising specific goods and services via the electronic media. The principles for employing photography, typography, and design effectively in a filmed commercial are reviewed. Both the structure and the phrasing of the spoken message on television and radio are analyzed in terms of their persuasiveness for particular viewing and listening audiences. Consumer attitudes and behavior as well as psychological mechanisms upon which the effectiveness of commercials depend receive attention. Late in the course public service copy and announcements are considered in appropriate detail.

Since this is a writing workshop, class size is restricted. Class is open only to majors who have completed Sa 322, Sa 323 or Sa 326.

Laurie Toth

Sa 446 Photo Journalism (F; 3)

This course is concerned with the essentiality of photography in creating a meaningful and attention winning news story. Students in this course are required to do field work of an increasingly challenging nature, and are evaluated on their skill in incorporating film and narrative in one story.

The Department

Sa 447 Commercial Time Sales in the Local Market (S; 3)

This course is concerned with the sales of commercial time to business concerns, manufacturers and other agencies in the local market. The professor will concern himself with the analysis of the market, various types of commercials available and the adapting of such commercials to the needs of prospective advertisers.

Department majors requesting this course should have completed Sa 322, and Sa 326.

Douglas Tanger

Sa 448 Broadcast Management (F; 3)

Management techniques and the relationship of management to station personnel are analyzed in this particular course. A department faculty member handles class work; however, several TV and radio station managers present lectures in pertinent areas.

Donald Fishman

Advanced Course Work in the Media

Sa 449 Advanced Television Production (S; 3)

This course will deal with the study and practice in the production and evaluation of television from conception to broadcast. Special emphasis will be placed upon the concept of visualization and creative design. The economics of television production and budgeting will be discussed as integral parts of program development. Registration by permission only.

Marilyn Matelski

Sa 450 Broadcasting—A Critical Evaluation (S; 3)

An exploration of contemporary radio and television from a critical viewpoint. An appraisal of network and local station programming policies and program content—including entertainment, news, public affairs and children's programs. Also being studied are broadcasting economics, advertising and the business corporation; legal regulations; and the sociological impact of the media.

Donald Hurwitz

Sa 451 Advanced Television Scriptwriting (S; 3)

This course is concerned with creative writing for the television media rather than sales persuasion, commercials, etc. The professor will give particular attention to the writing of the documentary program, to the theatre script and to several types of public discussion. Prerequisites for the class include: Intro to Television and some other pertinent course work in this medium.

The Department

Sa 453 Advanced Journalism (S; 3)

Prerequisite: Ability to write, or Introduction to Journalism.

Students will learn how to compose their critical thoughts and let their individual styles come through their writing in this course, which deals explicitly with reviewing films, plays, concerts, albums, books, art, dance, restaurants, television programming and the news media. In a sense, although most efforts will be channeled into improving concepts of writing and analysis, this course by its very nature will assume the role of an arts appreciation seminar. Desire and will-

ingness to develop expertise in this area is imperative. Students will be expected to write 8–10 reviews and/or articles geared to the formats of newspapers, magazines or Sunday Supplements. *Maureen Goss
Laurence Barton*

Sa 457 Senior Seminar in the Media (S; 3)

This course will focus on selected problems in the media. During the 1981–82 term, attention will be devoted to: (1) New Journalism, (2) Children's Television, (3) Politics and the Media. This course is open to senior majors; limited enrollment of other students with the prior consent of the instructor. *Donald Fishman*

Sa 520 Media Workshop (S; 3)

This program is open to communication majors in junior and senior year only and provides them with partial internships in the media, including radio and television stations, newspapers, periodicals and various areas of the film industry. In a few instances internships in media-oriented public relations firms are available to students. *John H. Lawton*

Sa 521 Media Workshop II (S; 3)

Additional apprenticeship training in the media is available for departmental majors for a second semester. *John H. Lawton*

Sa 522 Media Workshop III (S; 3)

Further experience in mass media and allied areas. *John H. Lawton*

Sa 594.01 Introduction to Honors (S; 3)

Under this new arrangement, students wishing to participate in the Department's program in honors during their senior year will participate in this preparatory course in the second semester of their junior year. The professor who will handle this preparatory course will review research techniques, deal with scientific sampling and guide students in selecting a project which can be properly researched and reported in the first semester of the senior year. Each junior in the class will fully outline his or her proposal, select appropriate methods of inquiry and report probable sources before the course ends. Students who complete this preparatory course successfully may move on to Sa 595.01 which is scheduled for the first semester of the senior year. Students entering honors must have a cumulative grade point average of 3.4. *Donald Fishman*

Sa 595.01 Honors Program in Communications (F; 3)

Candidates for department honors are those who have done high level work in Sa 594.01. During the first semester of their senior year these students, with the guidance of a faculty member, will complete the proposal drawn in the previous course. *Communication Faculty*

Sa 597.01 Readings and Research in Communications (S; 3)

Students are not encouraged to employ this course for anything but a very specific program, which must be approved by a faculty member and by the chairperson as well.

Sa 603 Survey of Organizational Communication (F; 3)

This course focuses on several significant areas of communication theory that apply to organizational communications. Attention is devoted to the use of mass media in corporations, corporate public relations, and the development of promotional campaigns to foster favorable public opinion. *John H. Lawton*

Theatre

Sa 140 Introduction to the Theatre (F; 3)

A general course principally for non-majors which emphasizes factors influencing form and content in dramatic literature. Attention is also given to director's, actor's, and designer's roles in modern theatre practice. *J. Paul Marcoux*

Sa 141 Oral Interpretation of Literature (S; 3)

A basic communication course dealing with the principles and techniques of the oral performance of literature. Emphasis will be on methods of literary analysis, logical and emotional content of literature and performance techniques. Various types of literature will be examined from the standpoint of aesthetics as well as communication. *J. Paul Marcoux*

Sa 143–144 Elements of Theatre Production (F, S; 3, 3)

A lecture-laboratory course designed for the student of theatre who wishes to gain competency in the areas of stagecraft, lighting, make-up, costume, stage properties and theatre administration. Emphasis is placed on concentrated work and involvement in the Boston College Dramatics Society productions. *Howard Enoch*

Sa 145 History of Theatre I (F; 3)

This course follows the simultaneous development of the actor, playwright, architect and director from the Dionysian theatre to the theatre of Shakespeare. *Joseph M. Larkin, S.J.*

Sa 146 History of Theatre II (S; 3)

Sa 145

This course deals with the theatre from the Restoration period to 1900. Growth of the American theatre and developing European forms are considered. *Joseph M. Larkin, S.J.*

Sa 147 Modern Theatre (S; 3)

Theatrical and literary analysis of a sixty year period of drama ranging from Henrik Ibsen (1890) to Edward Albee (1950). Modern theatre in both Europe and America is studied with a concern for the historical, social, cultural implications of drama in terms of man's relationship to nature, society, work, himself, and the past. *Joseph M. Larkin, S.J.*

Sa 250 Theatre Management (F; 3)

This course is designed for students with a joint interest in management and theatre production. It will focus on box office procedures, accounting, promotion and advertising techniques, public relations, audience development and related concerns of the theatre administrator. There will be opportunities for internship experience in conjunction with the major productions of the University theatre and the Boston College Dramatics Society. *The Department*

Sa 252 Creative Dramatics (F; 3)

Creative Dramatics is a discipline of theatre and education which concerns itself with informal dramatic activity for children. Students will be trained to become creative dramatics leaders skilled in the use of improvisation, pantomime, movement, storytelling, and puppets. Weekly workshops, during class time, will be used to develop and reinforce these skills. Emphasis is placed on the development of spontaneous informal play as a loosely structured, imaginative form of personal expression. *The Department*

Sa 259 Children's Theatre (S; 3)

Techniques and methods of producing a wide variety of children's plays from the traditional to the experimental is the concern of this course. Students in the class will become members of the Boston College Children's Theatre Company and have a variety of opportunities to produce a children's play that will tour Boston College Learning Center Schools. Special consideration given to the problems of production: scenery, costumes, touring shows. *The Department*

Sa 302 Principles of Acting (F; 3)

Students of this course will be auditioned in the first two weeks to determine the type of acting experiences most appropriate to individual needs and experience. The class will then be divided to provide a degree of flexibility. Groups will work independently on concentration, observation, sense recall and related principles. On occasion, groups will re-form for special projects such as voice and body work, preparing a role and rehearsal techniques. The course does not pre-suppose acting experience but does take for granted a sincerity of purpose in learning about the actor's craft as well as the actor's act. *Howard Enoch
J. Paul Marcoux*

Sa 303 Acting Workshop (S; 3)

This course pre-supposes some exposure to the actor's art and craft. As with Sa 302 (Principles of Acting), the class will be divided to promote unity of aim and perception. The emphasis will be on scripted materials with scene work the major means of developing believability in a variety of roles. The student should be reasonably conversant with a wide spectrum of dramatic literature. Although not restricted to majors, this course is not recommended for students unwilling to devote considerable time and energy to their own development as performers. *J. Paul Marcoux
Howard Enoch*

Sa 306 Play Direction I (F; 3)

A course in the fundamentals of script analysis, blocking and interpretation. Investigation of various schools and techniques of play direction, classroom exercises in stage geography, and using stage pictures to heighten communication are among the topics covered. Although there are no prerequisites for this course, the serious student of theatre is advised to complete some work in acting or stage movement before taking it.

Joseph M. Larkin, S.J.

Sa 307 Play Direction II (S; 3)

Prerequisite: Sa 306 or permission of the instructor.

A continuation of Sa 306, this course will stress performance. The student will be expected to prepare several scenes for class evaluation and discussion. Each scene will demonstrate the student's solution to such problems as shifting focus; underlying rhythm; adjusting tempo to meet demands of the script; working with actors; coordinating the work of the designer, costumer and other department heads and adapting materials to better meet the needs of audiences. Some students will assist in preparing major productions of the University Theatre and the Boston College Dramatics Society while others are directing workshop productions.

J. Paul Marcoux

Sa 347 Movement for Theatre (F; 3)

Through warm-up exercises, discussion of design, time, and motivation, and individual problem solving, the student will be introduced to the body as an instrument of the actor. The course will include practical experience in movement, experimentation, preparation of lines, and reading assignments. We will explore the difference between the actor's emotions and the viewers' response and try to understand how the body can be used to heighten communication. Working from a relaxed center, we will try to experience greater freedom of the voice and interpretive expression. The course does not require previous experience.

The Department

Sa 349 Speech for the Stage (F; 3)

Emphasis in this course is placed on the proper execution of speech in conjunction with theatrical characterization. Personal development of good speech habits will be encouraged. In addition, theory and practice of the analysis of vocal demands for theatrical characters is pursued in great detail. The theory of phonetical analysis of dialect, the use of vocal range, and the control of the speech instrument are also among the key areas of concern in this course.

The Department

Sa 360 Stage Design (S; 3)

A study of the artistic and practical elements involved in preparing a stage setting, this course will provide drafting experience and opportunities for analyzing plays from the standpoint of their visual requirements. The history of scene design and its relation to other forms will be studied. Sa 143 and Sa 144 are recommended although not required as background courses.

Howard Enoch

Sa 361 Media Lighting (S; 3)

The theory of illumination for the arts is explored in its fullest implications. Theatre, dance, cinema, video, photography, and rock and roll lighting will be used as examples of the art of creative illumination. As an art form and a practical science, media lighting presents a complex subject for detailed investigation. Some drafting ability and practical experience in one of the areas previously mentioned is desirable as background for the course.

Howard Enoch

Sa 454 Playwriting (S; 3)

Permission of instructor required.

This is a laboratory course dealing with the basic elements of the playwright's art. A fully developed short play will be required. Some of these will be given a public production.

Joseph M. Larkin, S.J.

Sa 455 Costuming for Theatre (F; 3)

This course is a practical study of the theory, history and execution of theatrical costuming. In the area of theory, subjects such as draping, cutting, and pattern drafting are included. A careful study of the historical development of costuming as well as the role of historical accuracy in current theatrical productions is a key portion of the course. Finally, an important part of the course is the practical experience gained by participating in the design and execution of costumes for University Theatre and Dramatics Society productions.

The Department

Sa 460 Basic Dance Composition (S; 3)

This course involves an historical appreciation of how choreographic skills developed during the past three centuries and the relationship of dance and music structuring. We will consider shape, dynamics, rhythm, motivation, abstraction, and the interplay of the different elements involved in a dance piece (such as sound, costumes, lights, and general mood).

Through improvisation and short movement studies, and by seeing short pieces that other students have constructed, each student will be able to see how these elements actually work. Through discussion and criticism, we will encourage experimentation and individual participation. Two written dance reviews, a book review, and a final performance project will be required.

The Department

Sa 464 Experimental Theatre (F; 3)

An intensive study of several European playwrights who have helped to establish trends in the contemporary theatre. Major emphasis will be on the work of Brecht, Beckett, Ionesco, Genet and Pinter. Some attention will also be given to the experimental work of Grotowski, Brook, Chaikin, Beck and others. The course will critically examine movements such as "theatre of the absurd", "theatre of the grotesque", "theatre of cruelty," "theatre of ritual", and others.

J. Paul Marcoux

Sa 555 Theatre Aesthetics and Dramatic Criticism (F; 3)

Prerequisite: Sa 146, Sa 147 or permission of the instructor.

Historical and contemporary theories of art as they apply to the theatre are considered. Criteria for judging relative values of current theatrical theory receive attention.

Joseph M. Larkin, S.J.

Sa 556 Senior Seminar in Theatre (F; 3)

Restricted to senior theatre majors and co-majors, this course has three main objectives: 1) to synthesize the undergraduate program in theatre and to explore the inter-relatedness of its various aspects; 2) to prepare for and take comprehensive examinations in preparation for graduate work in theatre; 3) to actively participate in a major production on or off campus. This activity will be directly related to the student's career goal. This course is required for all theatre majors and co-majors and is not open to others without the express permission of the instructor.

The Department

Sa 595.02 Honors Program in Theatre (F; 3)

Candidates for the department Honors program are selected in the first semester of the junior year. They decide upon their project and, with the guidance of the professor who handles this course, they narrow their proposal as may be necessary. They also complete a bibliography, prepare a detailed outline of their project and submit it for the professor's approval. Those who complete this preparation successfully may move on to Sa 596.02 which is scheduled for the first semester of the senior year.

Sa 596.02 Honors Program in Theatre (S; 3)

In this course students undertake the necessary research and investigation demanded by their project. They then submit documented reports to their faculty advisor who is free to require such revisions as he or she may consider necessary.

Sa 598 Research and Reading in Theatre (F; S; 3)

Prerequisite: Senior standing and 12 credit hours in theatre.

The Department

Speech-Language Pathology and Audiology**Sa 171 Introduction to Speech-Language Pathology (F; 3)**

Survey of the major categories of speech, language and hearing problems. This course examines child and adult populations and introduces concepts of therapeutic management. Normal development and pathological processes are discussed.

Linda Rosen

Sa 172 Phonetics (S; 3)

Study of the International Phonetic Alphabet with work in transcription. This course explores theories of sound formation and representation with emphasis on American English usage and deviations experienced in speech-language-hearing impaired population.

Linda Rosen

Sa 180 Language Acquisition (F; 3)

An overview of the underlying physiological, psychological and perceptual processes involved in language development, as well as environmental influences. Study of theories of language acquisition and the developmental patterns seen in normal emergence of language abilities.

Donna Fayad

Sa 270 Anatomy and Physiology of the Vocal Mechanism (F; 3)

A study of the anatomy, physiology and neurology of the vocal mechanism. Class lectures are supplemented by laboratory experience in off-campus facilities.

Howard Zubick

Sa 273 Audiology I (F; 3)

Prerequisite: Sa 171

A study of audiometric testing and diagnosis. Class lectures are supplemented by laboratory experience in off-campus facilities.

Howard Zubick

Sa 274 Diagnostic Procedures (S; 3)

Prerequisite: Sa 171

An introduction to testing procedures in speech and language evaluation of adults and children. Test administration experience is included.

Donna Fayad

Sa 275 Articulation Theories and Therapies (S; 3)

Prerequisite: Sa 171 and 172

A concentrated study of sound production impairments with emphasis on functional and organic handicaps. Current literature, clinical evaluation and rehabilitation techniques are discussed.

Linda Rosen

Sa 283 Seminar in Clinical Methods (S; 3)

Prerequisite: Sa 274

Concentrated study of therapy methods, test administration protocol and test interpretation for skillful speech and language evaluation.

Donna Fayad

Sa 376 Clinical Practice (F, S; 0, 0)

Prerequisite: Permission required.

The Department

Sa 377 Clinical Practice (F; 3)

Prerequisite: Permission required

A program of supervised therapy.

The Department

Sa 378 Clinical Practice (S; 3)

Prerequisite: Permission required

A program of supervised therapy.

The Department

Sa 481 Audiology II (S; 3)

Prerequisite: Sa 273

Advanced pure tone testing procedures. In depth discussion of discrimination as it pertains to effective use of amplification. Introduction to auditory and visual input modalities as they apply to the aural rehabilitation process.

Howard Zubick

Sa 483 Aphasia: Theories and Therapies (S; 3)

Prerequisite: Sa 274

A general introduction to language disorders associated with the cerebral vascular accident. Diagnostic and rehabilitation considerations.

The Department

Sa 485 Stuttering: Theories and Therapies (F; 3)

Prerequisite: Sa 274

An introduction to current and historical theoretical approaches to the problem of stuttering. Review of the therapy approaches with particular emphasis on more recent research and treatment methods.

Linda Rosen

Sa 487 Language Disorders in Children (S; 3)

Prerequisite: Sa 180 and Sa 274

Discussion, reading, and examination of materials covering the phenomenon of language pathology in children. Study of etiology, differential diagnosis, and theoretical and practical approaches to language therapy based upon an understanding of the normal language acquisition process.

Linda Rosen

Sa 489 Organic Disorders of Speech (F; 3)

Prerequisite: Sa 274

Introduction to phonemic and voice disorders resulting from max-

illofacial and laryngeal abnormalities. Discussion of tests and materials used in evaluating individuals with organic disorders. In depth study of therapeutic measures.

Linda Rosen

Sa 490 Seminar in Research Methods (S; 3)

Critical review of current Speech-Language/Audiology research literature with specific emphasis on design, analysis and reporting procedures.

Howard Zubick

Sa 595.03 Honors Program in Speech-Language Pathology (F; 3)

Prerequisite: Departmental Approval

The first of a two-course sequence designed to provide the exceptional student with an opportunity for an intensive independent project. The year-long format involves preparation of a proposal, to be approved during Junior year, followed by literature review, project execution, and manuscript preparation.

Linda Rosen

Sa 596.03 Honors Program in Speech-Language Pathology (S; 3)

Prerequisite: Sa 595

The second semester of the Honor Program described above during which the student's manuscript is completed and submitted for appropriate revisions.

Linda Rosen

Sa 599 Research and Reading in Speech-Language Pathology and Audiology

Prerequisite: Permission required.

A one-semester independent study during which the student investigates a topic of interest not otherwise included in standard course listings and prepares a manuscript.

In the Speech Science sequence, experiences in a wide variety of hospitals, clinics, and other appropriate health-related agencies are a vital part of the clinical program. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing their own transportation to and from those facilities.

Theology

Faculty

Gasson Chair Professor Avery Dulles, S.J., A.B., Harvard; Ph.L., Woodstock; S.T.L., S.T.D., Gregorian University

Professor Ernest L. Fortin, A.A., A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

Professor James Hennessey, S.J., A.B., Loyola University; Ph.L., S.T.B., S.T.L., Woodstock College; Ph.D., Catholic University

Professor Rev. Philip J. King, A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Visiting Distinguished Professor Rev. Bernard J. F. Lonergan, S.J., A.B., Heythrop College; S.T.L., S.T.D., Gregorian University

Associate Professor Stephen F. Brown, A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

Associate Professor Mary F. Daly, A.B., College of St. Rose in Albany; A.M., Catholic University; S.T.L., S.T.D., Ph.D., University of Fribourg

Associate Professor Robert Daly, S.J., Chairman of the Department. A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Associate Professor Harvey Egan, S.J., B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Associate Professor Rev. Thomas H. Groome, A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

Associate Professor Frederick Lawrence, A.B., St. John's College; D.Th., University of Basel

Associate Professor David Neiman, A.B., A.M., University of Chicago; Ph.D., Dropsie College for Hebrew Learning

Associate Professor Rev. James A. O'Donohoe, A.B., Boston College; J.C.D., Catholic University of Louvain

Associate Professor PHEME PERKINS, A.B., St. John's College; A.M., Ph.D., Harvard University

Associate Professor Anthony Saldarini, A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Associate Professor Margaret Amy Schatkin, A.B., Queens College; A.M., Ph.D., Fordham University; (Cand.) Th.D., Princeton Theological Seminary

Associate Professor Theodore Steeman, O.F.M., B.D., Weert; Drs. Soc. University of Leyden; Ph.D., Harvard University

Associate Professor Frans Jozef van Beeck, S.J., Ph.L., Berchmanianum, Nijmegen; Ph.D., Universiteit van Amsterdam; S.T.L., Canisianum, Maastricht

Associate Professor Thomas E. Wangler, B.S., LeMoyne College; M.A., Ph.D., Marquette University

Assistant Professor Mary Boys, S.N.J.M., A.B., Fort Wright College; M.A., Columbia University; Ed.D., Columbia University

Assistant Professor Lisa Sowle Cahill, A.B. University of Santa Clara; A.M., Ph.D., University of Chicago

Assistant Professor Edward R. Callahan, A.B., A.M., Boston College; S.T.L., Weston College; S.T.D., Gregorian University

Assistant Professor Gerald T. Carney, A.B., Cathedral College; A.M., Ph.D., Fordham University

Assistant Professor David F. Carroll, S.J., A.B., College of the Holy Cross; A.M., Boston College; S.T.L., Weston College

Assistant Professor Patricia E. DeLeeuw, A.B., University of Detroit; M.S.L., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Assistant Professor J. Cheryl Exum, A.B., Wake Forest University; A.M., M.Phil., Ph.D., Columbia University

Assistant Professor Miles L. Fay, S.J., A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; S.T.D., University of St. Thomas Aquinas, Rome

Assistant Professor James Halpin, S.J., A.B., A.M., M.S., Boston College; Th.L., San Francisco, Barcelona, Spain; S.T.D., Gregorian University, Rome

Visiting Assistant Professor Charles J. Healey, S.J., M.A., Boston College; S.T.L., Weston College; Th.D., Gregorian University

Assistant Professor Claire Lowery, R.S.C.J., A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

Assistant Professor H. John McDargh, A.B., Emory University; Ph.D. Harvard University

Assistant Professor Susan M. Praeder, B.A., Radcliffe College; M.A., Ph.D., University of California at Berkeley

Assistant Professor Patrick J. Ryan, S.J., A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University

Assistant Professor James M. Weiss, A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Lecturer Thomas Fitzpatrick, S.J., A.B., Boston College; A.M., Weston College; Th.D., University of Innsbruck

Lecturer Pdraic O'Hare, Associate Director of Institute of Religious Education and Service
A.B., St. Francis College; A.M., Fordham University; A.M., Manhattan College; Ed.D., Columbia University

Lecturer Francis Sullivan, S.J., A.B., Boston College; A.M., Boston College; S.T.L., Boston College; Dr. Theol., l'Institut Catholique de Paris

Program Description

The Major Program

Boston College offers to theology majors opportunities and programs unmatched among major universities. The department has over thirty full-time faculty members and draws upon the services of some fifteen other adjunct members. Advanced majors can cross-register into some 700 courses taught by 150 faculty members in the other eight schools of the Boston Theological Institute: Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Harvard Divinity School, Gordon-Conwell Theological Seminary, Holy Cross Greek Orthodox Seminary, Saint John's Seminary, Weston School of Theology. In short, majors have ready access to the resources of one of the world's great theological centers.

The discipline of theology is an intellectual reflection upon the experience of faith. Students major in it for a variety of reasons: as preparation for eventual academic or religious careers, as background for work or teaching in religious education, as an intellectually or personally integrating liberal arts experience, or simply, in conjunction with other academic or career objectives, as an aid to a more effective personal assimilation of the riches of the Western religious tradition.

For this reason, the department's student advisory system arranges, according to each student's needs and abilities, an individualized program within the following framework (includes university core requirements):

Introductory Courses (usually core or level one):

- 1 Old Testament
- 1 New Testament
- 2 from the following three areas:
 - Systematics
 - Historical Theology
 - Religion and Society (at least one course in Religion and Society is required, at the core level or at a higher level.)

Level Three Electives:

- 1 Bible
- 1 Systematics
- 1 Historical Theology (a course in Church History is recommended on the core level, or level 3)
- 3 Electives

Majors are encouraged to engage in cross-disciplinary work, especially with other humanities departments and the social sciences. It is also possible for students in the School of Management and for secondary education majors in the School of Education to major in Theology, and for Theology majors to concentrate in education in the School of Education. Outstanding students are encouraged to write honors theses or become Scholars of the College.

On the graduate level, the department offers the M.A. and the Ph.D. in Theology. The Institute for Religious Education and Pastoral Ministry, whose faculty members are full-time members of the Theology Department, offers the M.A. in Pastoral Ministry, the M.Ed. and Certificate of Advanced Educational Specialization (C.A.E.S.) in Religious Education, and the Ph.D. in Religion and Education.

The Core Program

The Goals of the Core

In all theology core courses, the department has in mind three goals. The first two goals are essential to the theology core, the third goal is optional and applies in varying ways only to some courses.

1. There is a general, *liberal arts* educational goal by which all core Theology courses aim, in general, to inculcate a sensitivity to the religious suppositions of our culture. More particularly, they aim to help students acquire, e.g., (a) a coherent view of what religion is and how it develops; (b) a thought-out basis for freedom and moral action; (c) a reflective awareness of whatever their own inner experience of God and religious reality might be. Ultimately, they aim to help the student both to appreciate the forms in which the religious and theological insights of humanity are expressed, and to integrate religious knowledge and experience into a total world view.

2. There is a specific, *theological* goal by which core theology courses include instruction in the significant phenomena of the Christian tradition as well as of other major living religious traditions. They are content-oriented, deal with a fairly broad range of material,

and introduce the student to at least one method of understanding religious phenomena, such as: biblical/exegetical, historical, doctrinal/systematic, ethical and/or social-scientific. This is done in such a way that comparison and contrast with other methods (theological or other) is possible.

3. Some core theology courses also have, in addition, specifically religious or confessional goals such as: (a) an introduction to a specific religious tradition or experience (Catholic, Jewish, Eastern Orthodox, etc.); (b) an invitation to belief; (c) a healing of past negative religious experience; (d) special attention to the affective as well as to the reflective and analytic aspects of religion and theology. The course descriptions will generally give indication of these goals. The student is invited to consult with the particular professor or with the department for further clarification.

Fulfilling the Core

The university core requirement of 6 credit-hours in theology may be fulfilled according to one of three models:

- I. Most theology core courses are individual 3-credit courses designed to meet the core goals while concentrating on one of the major approaches to theology: biblical, historical, ethical and doctrinal. The Core requirement is fulfilled by taking two of these courses. Code: Core I.
- II. There are a certain number of six-credit, two-semester courses which provide a broad introduction to one of the major approaches to theology, but in such a way as to meet the general liberal-arts-educational and theological goals of the core. Within this model are two options:
 - A. Th 041 + 042; 284 + 294: six-credit, full-year courses. Code: Core II A.
 - B. Th 129 + 130; 150 + 151; 217 + 218; 248 + 250: six-credit, two-semester courses (3 credits each semester) in which, if the course is open, the second semester may be taken independently of the first. Code: Core II B.
- III. There are also some integrated, 12-credit, full-year, combined courses in Theology and Philosophy. Within this model are three options:
 - A. Th/Pl 090 Perspectives on Western Culture (about 12 sections available). Code: Core III A.
 - B. Th/Pl 088&089 Person and Social Responsibility (Pulse only; about 3 sections available.) Code: Core III B.
 - C. Th/Pl 083&084 Explorations in Social Ethics (one to two sections available). Code: Core III C.

Course Offerings

Th 001 Introductory Biblical Hebrew (F, S; 3)

The study of the fundamentals of biblical Hebrew grammar and the acquisition of a vocabulary of the frequently occurring words in the Hebrew Old Testament will be the objectives of this introduction.

Jeremiah Donovan, S.J.

Th 005 Genesis: A Jewish Interpretation (F; 3)

A seminar examining the primary book of the Bible for its literary composition, historical roots, moral and theological implications.

Core I *Albert Goldstein*

Th 009 Fundamentals of Judaism (F, S; 3)

A survey of the basic principles of religion and their expression in Judaism, and an examination of Jewish religious ideas as expressed in literature set within its historical context.

Core I *Albert Goldstein*
Murray Rothman

Th 014 The Church and the Jews (F; 3)

A survey of the history of the Jewish people in the course of their interrelationships with Christianity through the ages.

Core I *David Neiman*

Th 020 The Old Testament Then and Now (F, S; 3)

This course is an introduction to the Old Testament intended for beginners. It considers the content and meaning of the biblical literature, and the ways to arrive at the meaning. Emphasis is placed on the relevance of the Hebrew scriptures for life today. Upon completion of this course a student should have an intelligent overview

of the Old Testament and the world out of which it came. Large portions of the Old Testament are assigned for reading.

Core I *Philip King*

Th 023 Faith and History of the Jewish People (F; 3)

A survey of the history of the Jewish People, focusing on critical periods and issues in social and religious life. This course will examine the growth and development of Jewish Theology, effects on Judaism of interrelationships between the Church and the Jews, the contacts between Judaism and Islam, and the struggle within the Jewish Community between secular and religious authority.

Core I *David Neiman*

Th 026 Major Themes of the Old Testament (F, S; 3)

An introduction to the life and thought of ancient Israel through exploration of major biblical concepts: the nature of creation, humanity, and God; the relationship of the sexes; the concept of election; covenant; social justice; sin and curse; peace and blessing; suffering and death.

Core I *J. Cheryl Exum*

Th 031 The Bible and Archaeology (F; 3)

This course will examine the methods and findings of archaeology in the Land of Israel and in other lands of the Bible. The discoveries and contributions of archaeology to a better understanding of the Bible as a historical source will become apparent in the course of the examination. Students will learn how scholars correlate archaeological findings with the transmitted texts of ancient literatures, and will discover the remarkable power of tradition in the preservation of folk memory.

Core I *David Neiman*

Th 041-042 Introduction to the Bible and Theology I and II (F, S; 3, 3)

The Bible is the source of Judeo-Christian beliefs and much of Western culture. The history, attitudes and thought in the Old and New Testaments will lead to theological reflection on God, the nature of humanity, evil, society and salvation.

Core IIA *Anthony J. Saldarini*

Th 050 Introduction to the New Testament (F, S; 3)

This course introduces the student to the cultural, historical and religious milieu in which early Christianity emerged and developed during its first century. Each New Testament work is examined in light of its situation in the early Church which led to its writing. The student is introduced to the methods used by modern biblical scholarship in understanding the "setting" of early Christian literature. Graeco-Roman history, culture and religion are studied insofar as they are presupposed in New Testament writings.

Core I *PHEME PERKINS*

Th 052 Jesus the Christ: New Testament Perspectives (F, S; 3)

Introduction to New Testament perspectives on Jesus, focusing on the resurrection, passion and infancy narratives of the four gospels, working "backward" from the resurrection narratives in order to show their significance for the formation of the gospels.

Core I *Mary C. Boys, S.N.J.M.*

Th 070 Sacramental Theology (F, S; 3)

A survey of the seven sacramental actions through which the liturgical worship of the Roman Catholic Church is chiefly expressed. The course will investigate the biblical roots of sacramental theology, and attempt to trace its development from the post-Apostolic period to the liturgical reforms introduced by Vatican II.

Core I *Edward Callahan, S.J.*

Th 080 God and Revelation (F, S; 3)

The basic predicate of Christianity is that God has made Himself known to humankind in a way which we could never attain ourselves. This course will consider the possibility of His revelation, its form, its summit in Jesus Christ. It will then consider special questions such as revelation in the Church, Scripture and Tradition, and the nature of Theology.

Core I *Patrick J. Ryan, S.J.*

Th 083-084 Explorations in Social Ethics (F, S; 6, 6)

This course is a twelve-credit, two-semester course, fulfilling the core requirement in both Theology and Philosophy. The aim of the course is to familiarize the student with the main philosophical and theo-

logical traditions in ethical thought in Western culture, as these traditions develop in social, economic and cultural history, and as they now can be drawn upon and further developed to deal with the social problems of the current world situation.

Core III C

Theodore M. Steeman, O.F.M.

Th 085 Faith, Reason and Revelation (F, S; 3)

This course will study the questions that face the seekers and the doubters of the present age. Initial seminars and discussions will determine the direction and stress. Motivation, intelligibility and growth in a living act of faith will be studied. The personal aspect of faith as it looks at revelation will conclude the course.

Core I

David F. Carroll, S.J.

Th 088-089 Person and Social Responsibility (F, S; 6, 6)

This is a two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the Pulse Program, as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice. The classes will attempt to take a deeper look into these, especially with regard to their origins in the lives of individuals and society. Drawing on the works, both contemporary and traditional, of philosophical and religious figures, the classes will engage students in asking the basic moral questions "What is Justice?" "What is Happiness?" and "What kind of society do we live in?" Pulse only.

Core III B (Pulse)

Patrick Byrne

Louise Carroll

Margaret Gorman, R.S.C.J.

Th 090 Perspectives on Western Culture I, II (F, S; 6, 6)

This is a special two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

Core III A

Stephen Brown

Ernest L. Fortin, A.A.

Fred Lawrence

Pheme Perkins

James Weiss

Th 098 Black Theology in America (F; 3)

The intention of our inquiry will be to understand the phenomena—Black Theology. This requires our examining the particular way Black people appropriate the basic resources of theology, and then create their own story about God and the way the world is and ought to be.

Fundamental to understanding the theology of blacks in America is having a feel for what it meant and means to be black in America. As critical to understanding Black Theology is the examination of the theological expressions of the black community. These two foci portend the method of inquiry for this course of study.

Core I

Charles Stith

Th 102 Contemporary Black Theology (S; 3)

This course is designed to survey the thought of the major contemporary black theologians such as James Cone, DeOtis Roberts, Albert Cleajé, etc. Attention will be given to the background of contemporary black theology and the influence of the civil rights and the black power movements.

Core I

Charles Stith

Un 110 Horizons of the New Social Sciences (F, S; 3, 3)

The course is designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science and law from a viewpoint that does not prescind from theological issues.

Frederick Lawrence

Th 116 Evangelism in the Early Church (F, S; 3)

The mission and expansion of Christianity in the ancient world. How the early church communicated the good news of salvation to Jews and Gentiles. Topics include: Religion and Society in the Roman

Empire, the preaching and teaching of the Apostles, conversion, and consolidation of the Evangelistic outreach in catechesis and apologetics.

Core I

Margaret Schatkin

Th 123 Suffering and the Challenge to Belief (F; 3)

What response can any one make to the human suffering of this age? One might begin in utter confoundment and end in anger, forsaking the possibility of understanding. One might begin in anger and end in stoicism, uncomprehending but resigned. One might begin in stoicism and, gradually or suddenly, achieve insight and understanding in ways mysterious and unexpected. We will examine each of these responses during the semester with reference to literature, theology and field experiences.

Core I (Pulse)

Richard Keeley

Th 124 Faith, Work, Vocation (S; 3)

In what senses can we speak of our work as vocation, a "calling" to service? This course, intended for PULSE students, explores the relationships between faith, work, and vocation by examination of Biblical, biographical and theological texts. Field placement required.

Core I (Pulse)

Richard Keeley

Th 129-130 Christianity: The Medieval Experience I and II

(F, S; 3, 3)

A two-semester survey of the Christian experience of medieval men and women. The course will center on those facets of the shape of the Church which were innovations of the Middle Ages, and survive in the present: problems of Church and state; the Papacy, diocese, and parish; popular belief and practice; art and architecture. The student may enroll in either one, or both of the semesters, which will be divided chronologically: part one will focus on the legacy of the early Church and the early Middle Ages, and part two will focus on the high and late Middle Ages.

Core II B

Patricia DeLeeuw

Th 131 Introduction to the Study of Religion and Christianity

(F, S; 3)

The course will make use of various approaches to the study of religion. We will begin by thinking about the general nature of religious experience and some categories of religious phenomena common to several cultures primitive and literate, agricultural and technological. Then, we will consider how such experiences and phenomena develop within a single religious tradition. Finally, we will treat philosophical approaches to religion: the differences between philosophy and theology and the methods of faith and reason.

Core I

James Weiss

Th 140 Bonhoeffer and Teilhard de Chardin (F, S; 3)

This course is a quest for a contemporary theology and spirituality. We will study two stimulating and innovative thinkers who have had a profound effect on theology. Neither was a hero during his lifetime. Dietrich Bonhoeffer was shot to death in a German prison. Teilhard de Chardin died, alone and misunderstood, in New York City. During the course much will be made of discussion in class and seminars. The writing of journals will deepen reflection and understanding.

Core I

Edward S. Stanton, S.J.

Th 150-151 The Christian Community: A History (F, S; 3, 3)

The first semester of this course will trace the development of life, structure, and worship in the Christian community from first century Jewish sect to the eve of the 16th century Reformation.

The second semester will continue the development of the community from the Reformation to the 20th century.

Core II B

James Hennesey, S.J.

Th 152 (Hs 207) Islamic Civilization in the Middle East (F; 3)

What have been the major achievements of this religious culture at the strategic cross-roads of Asia, Africa, and Europe? Topics to include: the relation of Islam to the religions of antiquity, the Muslim religion as a way of life, the impact of Islam on the Middle East from the seventh century to the present.

Benjamin Braude

Th 154 Eastern Orthodox Christianity (F;3)

An introduction to Eastern Orthodox Christianity, including a historical survey, perspectives in Eastern Orthodox Theology, worship practices, monasticism and spirituality, as well as contemporary issues in Eastern Orthodox Christianity.

Core I

Lewis Patsavos

Th 164 Religion in America: A Survey (F, S; 3)

This course will survey the major religious movements and denominations in the United States from the founding of Jamestown to the present.

Core I

Thomas Wängler

Th 171 Freedom to be Free (F, S; 3)

Towards a theology of personal freedom. Because of some Church structures, community and family tensions, peer pressures and inner compulsions many people are deprived of that personal and social liberty which Christ bequeathed to his followers. Such topics as freedom in love, in friendship, in service, freedom through the Cross, poverty as freedom and the dialogue of freedom will be studied and discussed.

Core I

Edward S. Stanton, S.J.

Th 173 Introduction to World Religions (F, S; 3)

An introduction to the origins, development and current meaning of some major spiritual traditions. This course is designed to show the diversity of religious traditions as well as indicate the common questions that the various traditions address. The course will begin with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction, we will examine several traditions chosen from the Jewish, Christian, Hindu, Buddhist, Confucian, Taoist and American Indian religious traditions.

Core I

Gerald Corney

Th 175 Theological Themes of the Gospels (F, S; 3)

The course will attempt to enunciate in a contemporary way the meaning of a few basic themes of Christianity. The themes are: God, Faith, Death, Resurrection. To develop them there will be a study of the Gospels, especially Mark; in addition, books developing these themes out of contemporary concerns will be studied. Some of the questions to be considered are: How do we speak today of God as a person with whom we are able to develop a personal relationship? In a world groping for meaning where do we begin to give sense to suffering and death? What evidence do we have for the resurrection and eternal life?

Core I

Thomas Fitzpatrick, S.J.

Th 178 Philosophy and Theology (F, S; 3)

In lecture-discussion format, to consider the question: What is the relationship between Philosophy and Theology? We will explore the dialectical and foundational issues connected with intelligent and informed discussion of this question. Readings to be from Plato, Aristotle, Augustine, Thomas Aquinas.

Core I

Frederick Lawrence

Th 180 Theologies of Love (F, S; 3)

We generally admit that love is important, in fact a matter of ultimate concern. Yet, too often we believe that love is just a sentiment or something we fall into (and out of). We forget that love is an art which requires knowledge and effort. "There is hardly any activity which starts with such tremendous hope and expectations, and yet, which fails so regularly as love." (Fromm)

This course aims at deepening our knowledge of love by a study and analysis of ancient and contemporary works on this most important subject. Poetry, religious and secular, will give further insights into the nature of Agape, brotherly, motherly, fatherly love, friendship, courtly, romantic, and erotic love.

Core I

John McCarthy, S.J.

Th 181 Comparative Religious Study: Hinduism, Buddhism and Christianity (S; 3)

These three world religious traditions present fundamentally different understandings of the human situation and the religious transformation required to respond to it. They understand divine reality (God) in different ways or even deny its applicability to the real human problem. All of this diversity, however, points to similar religious concerns and invites a deeper understanding of religious process and the causes and significance of religious difference.

Core I

Gerald Carney

Th 185 Theology of Marriage (F, S; 3)

This course will seek to examine the meaning of marriage in Catholic Theology and to investigate the relevance of the theological data for

contemporary humanity in view of recent sociological and psychological factors. The nature of human love and special problems of sexual morality will be considered.

Core I

Patrick J. Ryan, S.J.

Th 202 Theology of the Divine Presence (F, S; 3)

After a study of the divine attributes from reason and theological sources, this course pursues the witness of both the Old and New Testaments to the Divine Presence, and presents a study of specific modes of God's natural, supernatural and ministerial presence in the created universe, as well as the indwelling presence in the souls of those who make a total response in faith in their personal encounter with God. Classical and modern spiritual writers will be discussed.

Core I

Miles Fay, S.J.

Th 203 Christianity as a Humanism (F, S; 3)

Christianity is not primarily an intellectual pursuit of a coherent theory about the universe leading to certain moral and religious obligations. It is primarily a particular way of dealing with, and doing justice to, some basic human concerns. Shakespeare's *A Midsummer Night's Dream*, *King Lear* and *Coriolanus*, Virginia Woolf's *The Waves*, Dostoevsky's *The Grand Inquisitor*, Camus' *The Plague*, and some short poems by T. S. Eliot will be read and analyzed to discover the human concerns that animate these works of literature. The New Testament and some basic Christian doctrines will be used to explore the Christian perspective on these human concerns.

Core I

Frans Jozef van Beeck, S.J.

Th 211 Theology of Christ (F, S; 3)

Biblical, historical and Conciliar sources define the reality of the person and mission of Jesus Christ in the facts of the Incarnation and total Christ-Event of Christianity. The subordinate, but efficacious role of Mary in the redemption of the human race, summarized in the teachings of Vatican II, and subject of prominent ecumenical concern, will also be included.

Core I

Miles Foy, S.J.

Th 217 Catholicism I (F; 3)

A comprehensive exposition of Catholic theology from an historical, doctrinal, and ecumenical perspective. Part I treats the following questions: the interrelationships among faith, theology, and belief; the meaning of human existence (a multi-disciplinary exploration); the problem of God (revelation, religious pluralism, providence, the Trinity, etc.); and Jesus Christ (New Testament data, doctrinal development, contemporary views, including a discussion of Jesus' self-consciousness, sexuality, and sinlessness).

Core II B

Edward Callahan, S.J.

Thomas Groome

Th 218 Catholicism II (S; 3)

A comprehensive exposition of Catholic theology from an historical, doctrinal, and ecumenical perspective. Part II treats the following questions: the Church (New Testament data, history, Vatican II, mission, sacraments, authority, ministry, Mariology, etc.) and Christian existence (ethics, spirituality, eschatology).

Core I

Edward Callahan, S.J.

Thomas Groome

Th 221 Christian Imagination (F; 3)

An introduction to theologies of beauty. The course will consider how Christians sought to present the figure of Jesus Christ through the creation of beautiful color, beautiful language, beautiful sound, beautiful space and motion. Under each topic, the art of painting, poetry, music, liturgy, will be considered as ways of creating for believers an experience of Jesus Christ as He was and is cherished as the center of belief. Also under each topic will be considered the conflicts Christians felt concerning the artistic presentation of religious experience. The ultimate purpose of the course will be to draw some conclusions concerning theologies of beauty in Christianity.

Core I

Francis P. Sullivan, S.J.

Th 223 Poetry and Belief (F; 3)

The course will be an introduction to the theological creativity of contemporary poetry. Many poets struggle to fashion a new understanding of God and Humankind in relationship to one another. They start from old theological images. They are shattered by the process or they are forced into new theological imagery. The process is conscious and in the tradition of poetic prophecy as found in many

religions. The course will consist of an analysis of some examples of this prophetic poetry in contemporary Judaeo-Christian culture. The examples will highlight the theological problems and solutions of poetry concerning God in this century as the source 1) of human illusion, 2) of human suffering, 3) of human abandonment, 4) of human compassion, 5) of human transformation.

Core I

Francis P. Sullivan, S.J.

Th 231 Christian Mission (S; 3)

A study of the spiritual conquest of Aztec Mexico by Spanish Christianity in the 1600s and of the theological principles used to justify that conquest and also to indict it. The iconographies of both religions will be presented to provide the basis for course reflections. There will be frequent slide lectures. The important texts of the religions in conflict will also be presented so the differences in religious vision can be understood. Lastly, the course will bring out the reasons why Christian missionaries chose aesthetic means as primary to convert the Aztec, and why those means were nullified by colonial behavior.

Core I

Francis P. Sullivan, S.J.

Th 238 Perspectives on Religious Experience (F, S; 3)

The course aims to bring into dialogue theology and psychology on the matter of their interpretation of fundamental religious experience. Particular attention to experiences of conversion, transcendence and religious doubt. Readings from James, Freud, Jung and Erikson.

Core I

John McDargh

Th 248-250 Perspectives on War, Aggression and Conflict Resolution I, II (F, S; 3, 3)

Core II B

Rein Uritam et al.

Th 257 Introduction to Medical Ethics (S; 3)

The Christian tradition of theology and ethics will be explored by examining diverse Christian approaches to some medical-ethical problems. Topics to be included are abortion, death and dying, defective newborns, artificial insemination and fertilization, genetic counseling and engineering, experimentation on human subjects.

Core I

Lisa Sowle Cahill

Th 272 The Nature, Dignity and Destiny of the Human Person (F, S; 3)

This course deals with the Theological Virtues, especially Faith; and with the Cardinal Virtues, especially Prudence, Justice, Temperance.

Core I

Felix Talbot, S.J.

Th 280 Theological Ethics and Moral Development (F, S; 3)

The questions asked in this course are the questions of ethics. We will begin with the question which is most basic to any moral decision: "What ought I to do?" Once we have analyzed this question and uncovered some of the issues surrounding it, we will move on to ask: "What criteria, principles, models and values do we turn to for guidance in answering this personal moral question?" A further query is: "How is my answer to the personal and moral question conditioned or determined by what I have become and am as a person?" These questions, which are intrinsic to ethical inquiry, will be posed from a theological perspective.

Restricted to freshmen and sophomores.

Core I

James Halpin, S.J.

Th 284-294 Introduction to Catholic Theological Ethics I and II (F, S; 3, 3)

This course is concerned with basic concepts relative to an understanding of the ethical posture of the Roman Catholic Church. It will treat of the following: the nature and methodology of Christian/Catholic ethics, the role of objective moral norms, the role of conscience, the mystery of social and personal sin. The theory will be illustrated by specific examples of moral problems prevalent in Church and society.

Core II A

Rev. James A. O'Donohoe

Th 289 Christian Ethics: Foundations and Applications (F; 3)

An introduction to various perspectives on ethics and decision-making which have developed within the Christian community, e.g., "biblical" ethics, "natural law" ethics, and "situation" ethics. The theoretical bases of Christian ethics will be explored critically and then applied to concrete problems, such as just war, sexual ethics, abortion, and use of natural resources. The course will not aim to

present one set of answers, but to provoke analysis of sources and argumentation in ethics.

Core I

Lisa Sowle Cahill

Th 292 (Sc 160) Sociological Study of Religion (S; 3)

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day religious situations.

Core I

Theodore M. Steeman, O.F.M.

Th 293 (Md 160) Management and Social Responsibility: Ethical Theory and Business (F, S; 3)

The course will deal with ethics within the business management context. The subject matter and the classes are designed to: 1) stimulate the moral imagination, 2) recognize ethical issues, 3) develop analytical skills and the ability to utilize them in the moral decision-making process, 4) handle disagreement and ambiguity and 5) elicit a sense of moral obligation. Specific areas of study will be: The American Business System, Morality and Business Management, Ethical Theories; Theories of Economic Justice, Corporate Social Responsibility, Self-Regulation and Government Regulation of Business; Business Policy Process and Ethical Decisions.

James Halpin, S.J.

Th 299 Readings and Research—Level I (F, S; 3)

Some professors make time available for projects which are not covered by present course offerings. The student is responsible for gaining the consent of the professor for such a program; and such programs are limited in number.

The Department

Th 307 Former Prophets (S; 3)

Studies in early Israelite history and theology as represented in the books of Judges, Samuel and Kings. The account of the approximately 200-year period from the last of the judges to the division of the kingdom after the death of Solomon will be approached primarily from a literary perspective and will focus on the following topics and their theological implications: the failure of Samson, the tragedy of Saul, David the chosen, David and the irony of kingship, the wisdom and folly of Solomon; the tension surrounding the monarchy and the split of the kingdom.

J. Cheryl Exum

Th 311 Eighth Century Prophets: Israel and Judah (S; 3)

An in-depth study of some of the major prophets in terms of their times and their message, with special attention to their meaning for today.

Philip King

Th 312 The Psalms and Their Meaning for Today (F; 3)

A form-critical analysis of selected Psalms with emphasis on their theological content and relevance for today.

Philip King

Th 314 The Search for Wisdom in Christianity and Judaism (F; 3)

This course will examine the canonical and deuterocanonical wisdom books of the Old Testament, the presence of wisdom in the New Testament and the development of wisdom in Rabbinic literature. Dominant themes and select passages will be stressed. Faith and rational understanding of the world will be central topics.

Anthony J. Saldarini

Th 315 (Hs 315) Christians and Jews under Islam: Religious and National Identities in the Middle East (F; 3)

Over the last one hundred years nationalism has seemed to replace religion-based notions of community in the Middle East. In some instances religion has been used to promote loyalty to the nation while in others it has seemed to be at war with it. How have the past experiences of Christians and Jews living under Islam affected their response to this transformation? Related topics to be discussed include: tolerance and intolerance in Islam, Ottoman policies toward non-Muslims, secularization of religious loyalty, confessionalism in Lebanon, and Christian and Jewish minorities in the Arab world.

Benjamin Braude

Th 319 Second Isaiah (F; 3)

This prophet will be treated in terms of his historical environment and his own time; his oracles make little sense if one is ignorant of his milieu. Key passages will be studied in depth. Serious consid-

eration will be given to the relevance of Second Isaiah in our own day. Hebrew is not required. However, this is not a beginner's course; an introductory course is prerequisite.

Offered Spring, 1982-83

Philip King

Th 321 Book of Genesis as Theology and as Literature

The book of Genesis is a masterpiece of literature and a rich source of theology; at the same time it is relevant literature. This course will provide an overview of the book of Genesis and will concentrate on some key passages in an effort to appreciate their literary value and to extract their theological richness. A knowledge of Hebrew is not required, but it would enhance the course. A background in Old Testament is presupposed; this is not a beginner's course.

Offered Spring, 1982-83

Philip King

Th 322 New Testament and Jewish Reinterpretation of the Old Testament

The process of change and creative adaptation in religion will be studied through the early Christian reinterpretation of the Old Testament to apply to Jesus, the Dead Sea Scroll's use of the Old Testament to explain the history of their sect and the Jewish rabbis' revitalization of ancient Jewish law to meet new circumstances.

Offered Spring, 1982-83

Anthony J. Saldarini

Th 328 Crime and Justice in the Bible (F; 3)

The course is designed for students interested in exploring theological, literary, and sociological issues raised by selected Old Testament texts which deal with criminal behavior. Conducted jointly by a professor of theology and a professor of criminology, the course will introduce students to principles of scholarly investigation of the Bible and a comparative review of criminal justice in biblical times and today.

Benedict S. Alper
J. Cheryl Exum

Th 357 Pauline Tradition (F; 3)

After discussing the personality, career and theology of the apostle Paul as it is reflected in his letters, this course studies the later followers, opponents, and interpreters of Paul. The impact of his theology on the later church will be traced. Finally, some attention is given to modern Jewish, Christian, and psychoanalytic interpretations of the apostle.

PHEME PERKINS

Th 360 Synoptic Narratives

After a survey of the synoptic tradition and an introduction to narrative analysis and interpretation, Matthew, Mark and Luke will be studied separately and comparatively as narrative Christologies and as narratives of first century Christian community. Among the topics to be addressed are: narrative worlds and narration in miracle stories and parables. Sequence structure and scriptural reference in the three synoptics, and the relations between message, means and meaning in narrative.

Offered Fall, 1982-83

Susan Praeder

Th 362 Christology in the New Testament

A survey of the Christological variety of the New Testament as exemplified by Matthew, Mark, Luke-Acts, John, Romans, 1 Corinthians, Ephesians, Colossians, Hebrews and Revelation. The course will inquire into the "what" and "ways" of the New Testament Christology, i.e., into the message of the Christ-event and the means of its expression in narration and argumentation.

Offered Spring, 1982-83

Susan Praeder

Th 363 Luke-Acts as a Narrative Theology (F; 3)

A study of Luke-Acts as a narrative theology, a story of the salvation of God in and through Jesus Christ, Christian existence and community. The course will also include an introduction to issues in Luke-Acts scholarship: Luke and the synoptic tradition, Acts as a source for early Christianity, the genre of Luke-Acts, and the Lukan community.

Susan Praeder

Th 364 Biblical Methodology (S; 3)

An introduction to historical, literary, and theological method in biblical study: source, form, and redaction criticism; literary and rhetorical criticism; structuralism; narrative analysis and interpretation; theological models. Assigned readings and exercises in the Pentateuch, Prophets, Psalms, Gospels, and Pauline epistles.

Susan Praeder

Th 367 The New Testament and Judaism

Themes, ways of thought, practices and historical events common to Judaism and Christianity will be examined in the New Testament and in New Testament sources. Study will focus on the origin of Judaism in Christianity, the independent development of each group and their characteristic ways of relating to God.

Offered Fall, 1982-83

Anthony J. Saldarini

Th 369 The Kingdom of God in Judaism and Christianity (S; 3)

Israel as people, land and kingdom is central to the Old Testament and the Kingdom of God is central to the Gospels. The origins and implications of this metaphor with its attendant ideas of Messiah, eschatology and apocalyptic crisis will be examined in primary sources and secondary literature.

Anthony J. Saldarini

Th 377 Religious Themes in Gerard Manley Hopkins (S; 3)

Though requiring no previous familiarity with the poetry of this famous Jesuit convert-priest, "one of the great religious poets of all times," this course presents for discussion his theologically-based religious themes from the majesty of God to the external glory manifested by the creature world. Influences on Hopkins by theologians and mystics like Duns Scotus, Ignatius of Loyola and Marie Lataste will be discussed.

Miles Fay, S.J.

Th 379 Comparative Study of Salvation Models (S; 3)

The distinctive character of non-Western religious traditions is revealed in their understanding of the unsatisfactory aspects of the human condition and their undertaking of religious practice to remedy this situation and to introduce a new level of existence. These traditions provide a valuable comparison with Western salvation models, illustrating the rich diversity of human religious experience and also the underlying goals, transformation processes and theological conceptions. The course will consider both the theology of salvation and the religious practice leading to it.

Gerald Carney

Th 380 Comparative Study of Scriptural Traditions: Hinduism, Buddhism and Islam (F; 3)

This course is designed to supplement the student's knowledge of the Jewish and Christian scriptural traditions with readings from some other major religious traditions. Concern will center on the role played by scripture in the particular religion as well as the underlying theology of revelation and inspiration. While primarily based on readings from these sacred writings, the course will also treat appropriate aspects of religious life in each tradition.

Gerald Carney

Th 381 The Buddha, Krishna and the Christ

These paradigmatic religious figures characterize three distinctive approaches to the meaning of God, the relationship of the divine and human and the model for human life and conduct. The theological development of Buddhism, Hinduism and Christianity will be studied in the context of this "comparative Christological" approach.

Offered Spring, 1982-1983

Gerald Carney

Th 382 Christianity and the Encounter with World Religions

An historical and theological survey of the Christian response to the other major religious traditions and the parallel development of a specifically Christian self-consciousness. Special attention will be given to contemporary questions of the specific character of Christianity and the problem of the Christian mission in a religiously plural world.

Offered Fall, 1982-83

Gerald Carney

Th 389 The Parables of Jesus (S; 3)

Prerequisite: Previous introduction to the methods of New Testament scholarship or consent of the instructor.

Survey of recent developments in the historical and literary critical study of the parables of Jesus, which is primarily concerned with the historical background to the parables and the literary structure of the parables of Jesus. The course centers on detailed analysis of the parables of Jesus preserved in the synoptic gospels and the Gospel of Thomas. It asks after the earliest form and meaning of the individual stories and the later treatment of them by the gospel writers.

PHEME PERKINS

Th 408 Christian Theology and History (F; 3)

Analysis of the emergence and development of the notion of historical consciousness or the so-called "historical approach" to the study of human life understood in our day. The rise of historical theology and its different expressions from the end of the nineteenth century to

the present. This course is also of interest to students in Political Science.
Ernest Fortin, A.A.

Th 412 Social Teachings of the Early Church (S; 3)

Early Christian attitudes to property, secular government, slavery, war, family and sexuality. Community and the development of social service institutions. Emphasis on concrete issues and social circumstances of the Roman Empire.
Margaret Schatkin

Th 423 Western Fathers (S; 3)

Prerequisite: Latin

Reading and interpretation of selected works of Latin patristic writers.
Margaret Schatkin

Th 425 The Greek Fathers (F; 3)

History of the literary genres of Greek patristic literature, and selected readings from outstanding authors, with attention to style as well as social and intellectual context.
Margaret Schatkin

Th 434 Theology and Psychology of Relationship (F; 3)

A study of spirituality in conjunction with the theological and psychological dynamics of relationship. Course design will concentrate on the living consequences of faith in the life of the minister, patterns, crises, conversion, prayer and symbol.
Claire Lowery, R.S.C.J.

Th 442 Religion in the United States (F; 3)

A historical survey of the religious, theological and institutional developments of the major Christian and Jewish traditions in the United States.
Thomas Wangler

Th 444-464 (Hs 401-402) The Reformation, 1500-1600 (F, S; 3, 3)

This course will survey the religious controversies of the sixteenth century, especially the formation of the Lutheran and Calvinist traditions, and the origins of Tridentine Catholicism. Particular emphasis will be given to pre-Reformation reforms, Christian Humanism and the attempt at a "Middle way" between the confessions, the theological and political consolidation of the Lutheran confession, the theology and politics of Calvinism, the Catholic reform and the Counter-Reformation.
Samuel Miller
James Weiss

Th 445 Faith and Reason in the Middle Ages (S; 3)

A study of the attitude of the Christian writers toward pagan literature and learning during the early Christian and medieval periods. Emphasis on such themes as Christ and Socrates, Athens and Jerusalem, and the so-called "hellenization" of Christian thought. Primary sources include Gregory of Nyssa, Basil, Augustine, Aquinas, Bonaventure, and Ockham.
Ernest Fortin, A.A.

Th 446 Dante and Christianity

Analysis of Dante's view of Christianity and its relation to civil society. Investigation of new approaches to the study of the *Divine Comedy* and the basic problems that it raises. Of interest also to students in Political Science.

Offered Spring, 1982-1983

Ernest Fortin, A.A.

Th 449 American Catholics (F; 3)

History of the people who have been the Roman Catholic community in the United States, from the colonial period to the present.

James Hennesey, S.J.

Th 456 Church of the Renaissance and the late Middle Ages (F; 3)

This course will examine the life of the Church first in terms of the development of fragmentation of its "medieval" heritage, and second in terms of new beginnings in renaissance culture. The course will concentrate on the theologies and the spiritualities of the period, especially on the origins of Christian humanism and of lay spirituality, but it will go on to consider the political aims and crises, the folk religion, and the art of the Church.
James Weiss

Th 458 Conversion in Medieval Europe

This course will investigate possible answers to two questions: 1) Why did the pagan tribes of the early Middle Ages accept Christianity? and 2) What was the effect of their conversion on the Church? We will read both documents of the period in translation, and some of the current work of sociologists and anthropologists on the problem of conversion.

Offered Spring, 1982-1983

Patricia DeLeeuw

Th 463 The Bible in the Middle Ages (S; 3)

An introduction to the different efforts to reach the meaning of the Judeo-Christian message as found in Sacred Scripture: Irenaeus' accent on the Church's authority in interpreting the Bible; the allegorical understanding championed by Origen and his followers; the increasing respect of St. Jerome developed for the literal meaning of the Sacred Text; the meditative, prayerful monastic appreciation of the Biblical works; and the more objective, scientific approach of the scholastic theologians. The main focus will be on the texts of Irenaeus, Origen, Jerome, Augustine, Gregory, Bernard, Anselm of Laon, the Victorines, Lombard, Langton, Bonaventure and Aquinas.

Stephen Brown

Th 469 Catholic Spirituality and the Laity in the Renaissance and Reformation (S; 3)

We will study the attempts to design spiritualities specifically for the laity during the Renaissance and the Catholic Reformation. We shall begin with the *Devotio Moderna* in the North and the early humanist movement in the South. In the latter, we shall treat such specific thinkers as Petrarch, Manetti, and Valla. From those beginnings, we shall examine the great synthesis of the spiritual life proposed by the theologian Erasmus. Then we shall turn to the various schools of Catholic spirituality emerging from the Counter-Reformation which bore on the spirituality of the faith. A major concern of this course will be the question of "secularization" or "paganization" during the Renaissance and Early Modern Period, and the challenge to that thesis by recent interpreters of the religion of the Renaissance (Trinkaus, O'Malley) and of the early modern period (Delumeau).

Offered Fall, 1982-83

James Weiss

Th 475 Six Medieval Theologians II (S; 3)

A study, based on translated original texts, of Bonaventure's *Journey of the Mind to God*, Grace (Ockham), Foreknowledge and Predestination (Robert Holcot), Eternity of the World (Aquinas), motives for the Incarnation (Scotus) and Sacramental Causality (Alexander of Hales).

Stephen Brown

Th 476 The Development of Theology as a Discipline in the Middle Ages (F; 3)

A study, based on translated original texts, examining the positions from Anselm to William of Ockham on the nature of theology. Included: Anselm, Hugh of St. Victor, Robert of Melun, Alexander of Hales, Bonaventure, Aquinas, Godfrey of Fontaines, Henry of Ghent, John of Naples, William of Ware, Hervaeus Natalis, Scotus, Aureoli and William of Ockham.

Stephen Brown

Th 479 Christianization and Paganism, 1300-1700

At the end of the Middle Ages, a large residue of pagan belief and ritual remained in European religion; in the Renaissance, a limited revival of paganism took place. This course will examine these fascinating materials, and will study attempts in the Catholic and Protestant Reformations to "Christianize" the people. We will examine in detail the theses of Delumeau, who holds that the Catholic Counter-Reformation succeeded in this goal, and of Strauss, who finds that the Protestant Reformation failed in the same goal.

Offered Spring, 1982-1983

James Weiss

Th 480 Sacramental Theology (S; 3)

Six approaches to a general theology of sacraments; christological, ecclesiological, Word-theology, ecumenical, anthropological, and secular-ethical. After these general approaches, the course will concentrate on Baptism and the ordained ministry. Throughout the course, the doxological nature of sacramental actions and the ecumenical discussion about the sacraments will be emphasized.

Frans Jozef van Beeck, S.J.

Th 487 Fundamental Theology (S; 3)

The foundations and principles of the theological sciences: Revelation, God, the world, man and woman. Scripture (the canon, inspiration, and inerrancy, biblical hermeneutics) and its relationship to tradition. Belief. Authority. Church.

The course will include or allow for the study of such issues as: the crisis in the language of faith; the "God is Dead" theology; secularization theology; the historical Jesus problem; theology and method; the academic, historical and cultural presuppositions and conditions of theology; the Bible and theology; the Bible and ethics, historicity, historical consciousness and theology; doctrinal devel-

opment; theology and the world; theology and the social sciences; theology, the theologian and the Church; the nature of religious authority; the problems of belief in the modern world, etc.

Robert J. Daly, S.J.

Th 489 Theology of the Eucharist (F; 3)

Origins of the Eucharist in the sacrifices and sacred meals of the Old Testament; tradition of its institution in the New Testament theology of the Eucharist; theology and practice reflected in the major Early Christian Eucharistic Texts; the change—in apparent contrast to primitive Christian practice—to a progressive sacramentalization and institutionalization of the Eucharist (after the Old Testament model); major developments and controversies up to the present. The Eucharist as the life and center of the Church and the believing community of Christians.

Robert J. Daly, S.J.

Th 491 Fundamental Questions in Christology (F; 3)

After a brief introduction to the christologies of the New Testament, this course starts with the origins and the progress of the great christological debates that reached their peak at the Council of Chalcedon (451 A.D.), and which degenerated in the subsequent centuries into the sclerotic neo-chalcedonianism of most medieval christology. After that, an introduction to the sensibilities of the eighteenth century will set the scene for the treatment of the “modern” christological question, viz., the issue as to how the Christ of faith is connected with the Jesus of history; this issue will lead the course back into the New Testament. To conclude, soteriology (including vicarious-satisfaction atonement theory) and some special questions (such as the Virgin Birth, the Resurrection, Jesus’ sinlessness) will be explored.

Franz Josef van Beeck, S.J.

Th 510 On the Trinity (F; 3)

An introduction for those who have wondered about God as Three in One: a schematic outline, in lecture format, of the historical development of the trinitarian doctrine with discussion of a possibly relevant systematic understanding of it (the psychological analogy). Required readings from J. N. D. Kelly, *Early Christian Creeds*; B. Lonergan, *Verbum, Word and Idea in Aquinas*, K. Rahner, *The Trinity*.

Frederick Lawrence

Th 511 On the Redemption

Will work towards a systematic of Redemption (soteriology) in response to contemporary theology’s narrative and practical exigences by working through the history of the doctrinal development, attending especially to the contrasts between Anselm and Thomas Aquinas, before dealing with treatments such as those of Balthasar, Schillebeeckx and Lonergan.

Offered Fall, 1982–1983

Frederick Lawrence

Th 512 God in the Modern Context

Discussion of the question of God in the light of the modern horizon as anti-metaphysical, historicist, praxis oriented, and threatened by nihilism. Will treat both philosophers and theologians with special attention to Newman and chapter 19 of Lonergan’s *Insight*.

Offered Spring, 1982–1983

Frederick Lawrence

Th 514 Theology of Karl Rahner (F; 3)

Selected readings from the writings of Karl Rahner, the “Church Father” of Roman Catholic Theology in the 20th century, with special emphasis upon his major theological themes, his theological method, and the unity with which all theological themes are united.

Offered Fall, 1982–83

Harvey D. Egan, S.J.

Th 529 Nietzsche and Christianity

Origin and nature of contemporary existential thought as seen through Nietzsche’s principal works (*Zarathustra*, *Beyond Good and Evil*, *Genealogy of Morals*, *Twilight of the Idols*, *The Antichrist*). The new atheism and the notion of post-Christianity. Particular emphasis on the relation of Christianity to modern thought. This course is also of interest to students in Political Science.

Offered Fall, 1982–1983

Ernest Fortin, A.A.

Th 532 Pastoral Care and Counseling (S; 3)

This course will examine the nature and fundamental attitudes of the pastoral counseling role. It will explore the development of the pastoral counseling profession, theories of personality development, counseling skills and attitudes. Special attention is given to a practicum experience for learning counseling skills.

Claire Lowery, R.S.C.J.

Th 536 Church Law and Pastoral Practice (F; 3)

A consideration of Church Law as an instrument of justice and charity. Special attention focused on marriage, due process, Church jurisprudence and collegiality, role of women and minorities.

Rev. Dennis Burns

Th 537 Liturgical Communication (S; 3)

An introduction to the preaching event which will explore the act of preaching and the nature of the homily. A practicum, involving video-taping and analysis of homilies, is included.

Emeric Meier

Ed 538 Seminar: Education for Social Justice (F; 3)

This course is designed as a seminar presupposing some prior familiarity with the theological, educational, and ethical ideas that compose a coherent approach to education and to the Christian understanding of social justice. Topics for lecture and discussion include theological and historical foundations for an understanding of social justice education, the “ethical realism” of Reinhold Niebuhr, the significance for social justice education of the Catholic human rights tradition, a range of educational issues related to social justice and some attention to the underlying economic factors to which the educator for social justice needs to attend. It is possible for students with little or no prior background in social justice and educational studies to participate in this course with gain, provided they are prepared to supplement the course with certain foundational readings and periodic meetings with the professor.

Padraic O’Hare

Ed 539 Christian Praxis: Education for the Kingdom (S; 3)

This course addresses six foundational questions of religious education in the Christian tradition: what, why, where, how, when and who. Expressed alternately: the nature, purpose, context, approaches, readings and constituency of Christian education are examined. A praxis approach, among others, is demonstrated and discussed as one way of educating for the kingdom.

Thomas H. Groome

Th 551 Theological Ethics (F; 3)

This course is especially intended for students who are pursuing or who intend to pursue graduate studies in theology and who recognize the need for an in-depth reconsideration of the nature, method and content of Catholic ethics.

It will focus attention on the area of “fundamental theological ethics” (pursuit of the humanizing, the nature and role of objective moral norms, the nature and function of personal conscience and the mystery of personal sin) as well as on the area of “special theological ethics” (the development of the moral agent within the context of the theological and moral virtues).

By reason of its nature, this course is not open to those who have taken Th 284 or the equivalent.

James A. O’Donohoe

Th 553 Feminist Ethics I

Analysis of the emerging feminist ethos as distinct from “feminine” morality defined by sexually hierarchical society. Examination of the unholy trinity: rape, genocide, and war. The problem of overcoming the unholy sacrifice of women through individual and participatory self-actualization. Redefining “power” and “politics” by living on the boundary of patriarchal institutions.

Offered Fall, 1982–83

Mary Daly

Th 554 Feminist Ethics II

The course will reflect upon and be part of the process of transvaluating values in women’s consciousness and action. It will consider specific problems in relation to the sexual politics of religion, education and the media, medicine, psychiatry, and law. May be taken separately from Th 553.

Offered Spring, 1982–83

Mary Daly

Th 557 A Feminist Critique of Selected Theological and Philosophical Texts I

The course will analyze and critique selected writings of Plato, Aristotle, Augustine, and Aquinas from a woman-identified perspective.

Offered Fall, 1982–83

Mary Daly

Th 558 A Feminist Critique of Selected Theological and Philosophical Texts II

The course will analyze and critique selected modern and contemporary philosophical writings from a feminist perspective. Included

will be works of Nietzsche, Tillich, Jaspers, Bultmann, Camus, Sartre, and Merleau-Ponty. May be taken separately from A Feminist Critique of Selected Theological and Philosophical Texts I.
Offered Spring, 1982-83 Mary Daly

Th 559 Sexual Ethics Within the Roman Catholic Tradition

Prerequisite: Th 284

This course will attempt to present the main lines of the Roman Catholic tradition in matters involving human sexuality. Special attention will be given to historical factors which influenced the formation of the tradition and certain specific sexual problems will be considered from doctrinal and pastoral points of view.

Offered Spring, 1982-83 Rev. James A. O'Donohoe

Th 560 Christian Ethics: Major Figures (S; 3)

A comparative study of method and conclusions in Christian theological ethics through major representatives of the Protestant and Catholic traditions (e.g., Augustine, Aquinas, Luther, Calvin, Barth, papal encyclicals, Monden, Reinhold Niebuhr, Curran, Fletcher). Focal concerns will be whether human persons know the good to be done through common human experience, through the Scriptural account of the revelation of God's will in Jesus Christ, or both; and whether it is possible to derive stable norms for conduct from experience and/or from revelation. Concrete illustrative problems (e.g., just war, marriage) will be discussed in the light of characteristic Protestant and Catholic theological presuppositions.

Lisa Sowle Cahill

Th 563 Christian Sexual Ethics (F; 3)

This course will raise issues of sources and method in Christian ethics generally by examining theological perspectives (traditional and contemporary) on sex, love, procreation, and marriage.

Resources will include, e.g., Augustine, Aquinas, Luther, Barth, the CTSA Report on Human Sexuality, Vatican Declaration on Sexual Ethics, UCC Study on Human Sexuality. Topics will include, e.g., the purposes of marriage, extramarital sex, contraception, homosexuality.

Lisa Sowle Cahill

Th 564 Contemporary Issues in Theological Ethics (F; 3)

To engage in current controversies in Christian ethics, participants shall consider issues both methodological, e.g., the function of norms, use of Scripture; and substantive, e.g., sexuality, medical ethics, just war.

Offered Fall, 1982-83

Lisa Sowle Cahill

Th 567 Christian Perspectives on Medical Ethics (S; 3)

A course dealing with several problems of medical ethics which center on the meaning of "the sanctity of human life." These will include murder and suicide as classical right-to-life issues; abortion; euthanasia, definitions of death, and defective newborns; genetic control; informed consent to experimentation and therapy; and fetal research. Each topic will be approached from within the context of Christian faith and theology. The ways in which Christian premises influence concrete ethical decision-making will be explored through an examination of both classical and contemporary expressions of theological ethics.

Lisa Sowle Cahill

Th 568 Health Care Ethics: A Theological Analysis (S; 3)

This course is not concerned with medical ethics as such. It intends to examine some of the broader issues affecting human health and the health care professions. Within that context, the course will present a consideration of some of the dimensions of bioethical decision making.

James A. O'Donohoe

Th 597 The Problem and the Possibility of Prayer (F; 3)

Prayer has become problematic for modern persons under the impact of a range of critiques—psychological, theological, and ethical. This course uses the resources of modern psychoanalytic thinking to reconsider the legitimacy of prayer as dialogue.

John McDargh

Th 605 Integrative Colloquium in Pastoral Ministry (F, S; 3)

The colloquium attempts to foster an integration of theology with ministerial experience and to enable students to develop a personal, organic view of their ministry. A case study method is used to examine contemporary church issues of common interest to the group from the perspective of pastoral experience and theological developments. Occasionally faculty members of the Institute and the Theology Department will participate in discussion drawing upon their

own fields of special expertise. This program is required of all pastoral ministry degree candidates.

Claire Lowery, R.S.C.J.

Th 620 (Sc 660) Sociology of Religion

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day sociology of religion.

Offered Spring, 1982-1983

Theodore M. Steeman, O.F.M.

Th 626 Political Theology (S; 3)

Since Plato the issues, God and politics, have been seen to be inextricably interconnected. Hence, "political" theology is not a novelty, despite the occurrence of a certain mutual withdrawal of political theory/science and theology from one another within the academy. This course will be an attempt to re-establish contact between practical, political philosophy and theology.

Frederick Lawrence

Ed 630 Biblical Interpretation in Education and Ministry (S; 3)

Exploration of the role and function of Scripture in educational and pastoral contexts. Includes attention to the development, philosophical premises and significance of historical-critical methods; to modern theories of interpretation; and to implications for program design and for personal use of Scripture.

Mary C. Boys, S.N.J.M.

Ed 632 Psychology of Youth Religious Development (F; 3)

We will examine the contributions of psychology, particularly developmental psychology, to the understanding of high school and college youth as they both search for the sacred and, seemingly, reject the institutions of the sacred. The work of Piaget, Kohlberg, Maslow, Freud, Jung, Perry and Gilligan also provide some practical insights for those engaged in ministry to youth.

Margaret Gorman, R.S.C.J.

Th 633 (Ed 633) Psychology of Religious Development: Adult and Senior Years (S; 3)

A continuation of Ed 632 which picks up the multi-perspectival study of the life cycle with the completion of adolescence and the beginning of the college years.

John McDargh

Ed 635 The Education of Christians: Past, Present, Future (F; 3)

A historical investigation of contemporary issues in Christian education. Using a dialectical, historical method and beginning with the Didache (first century), twelve historical periods and how the Church educated in them are investigated for the insights they can lend to our present and future. Closely parallels the history of Christian theology and of general education.

Thomas H. Groome

Th 699 Readings and Research—Level III (F, S; 3, 3)

The Department

Non-Credit Workshops

Ed 322 Practice of Education in the Parish Context

This workshop will explore a range of curricular programs available in parish based religious education for children, youth and adults. It will also attend to the educational issues involved in the question of curriculum as environment.

Spring

Mary Cove

Th 639 Methods in Theological and Pastoral Research

An exploration of the fundamental methods, structures of thought and bibliographic resources in the classic categories of theological scholarship. Recommended for all new full-time degree candidates in Religious Education and Pastoral Ministry; open to M.A. students in Theology. Time, dates, number of meetings and fee to be announced.

Fall

Anthony J. Saldarini

Weekend Course Series

Th 715 Pastoral Theology: The Social Context for Ministry (F; 3)

An exploration of theology's function in clarifying and supporting the pastoral ministries of the Church, and of the social constraints and influences on the consciousness and practice of Christian min-

isters. This course will meet on the following Fridays and Saturdays: September 25–26; October 23–24; and November 13–14.

Gregory Baum

Th 640 The Liturgical Celebration of Sacraments (S; 3)

This course will explore the human-religious experience of the faith community and its expression in celebration. Particular attention will be given to the liturgical celebration of initiation, Eucharist and Penance. This course will meet on the following Fridays and Saturdays: February 5–6; March 5–6; April 2–3.

Kathleen Hughes

Th 604 Adulthood and Vocation: A Christian Developmental Perspective (S; 3)

This course will examine emerging theories of adult development and reclaim the concept of Christian vocation as a dynamic process of discovering our gifts in the service of God and the covenant community. Considerations will include; the Christian doctrine of vocation, normative theological understandings, the notion of vocation as the lynchpin between the individual and the covenant community, the relationship between intentional covenant communities and society and psycho-theological perspectives on adulthood and vocation. This course will meet on the following Fridays and Saturdays: February 19–20; March 19–20; April 23–24.

James Fowler

School of Education



School of Education

The School of Education was founded in 1952 as the first co-educational undergraduate college on the Chestnut Hill campus. It is one of four undergraduate schools at Boston College and has as its primary mission the professional preparation of individuals who intend to enter the fields of education or other human services. Students may choose to major in Early Childhood Education, Elementary Education, Secondary School Education, Special Education, Severe Special Education, Special Alternative Environments, or Human Development. Many options are also offered within these seven majors, e.g. Bilingual Education, Computer Science, Gifted Child, Mathematics, Reading, Speech Science, Media and Fine Arts, and other areas.

Within the Special Education program students may choose to major in teaching children with Moderate Special Needs. Because of state regulations requiring regular certification prior to endorsement as a teacher of children with Moderate Special Needs, students in this program will also fulfill the program requirements in Elementary Education. Students interested in this field are to declare this double major by the end of the Freshman year. Special Education majors may choose to enter the Special Education/Alternative Environments program. This program, which does not lead to teacher certification, is designed for students seeking employment in residential or community education and occupational centers for moderately and severely handicapped individuals. The purpose of this program is to prepare students for work with handicapped individuals in other than regular classroom settings.

Students may also choose a program in Severe Special Needs. Although this program does not carry with it certification as a regular classroom teacher, it does prepare a person to work with severely handicapped individuals in separate special classes located in public schools, in special day schools, or in residential schools. It leads also to Massachusetts certification as Teacher of Children with Severe Special Needs.

A Middle School Program to prepare students for teaching in grades six, seven, and eight is planned for the graduating class of 1985.

The Secondary Program is taken in conjunction with a major in the College of Arts and Sciences. Currently, the student may follow a program in Art, Biology, Chemistry, Physics, English, History, Mathematics, French, or Spanish, Speech Communication and Speech Theatre, or Theology.

Since Massachusetts has recently revised its certification regulations, all programs offered by the School of Education may be subject to revision depending upon the final interpretations of the State Department of Education.

A new major in Human Development is now offered in the School of Education. This new program prepares students for further graduate study in Counseling or Educational Psychology. In fact, it may be considered a pre-Counseling program. It also prepares students for initial entry positions at the end of four years in various psychological and educational settings. The ten-course major gives a strong background in the area of Psychology. It is specifically designed for students who wish to work in non-school settings.

The School of Education also has many distinct graduate programs. Seniors may normally elect graduate courses in the four divisions: Educational Foundations, Counseling Psychology, Special Education, and Instructional Leadership and Administration.

Academic Regulations

All students entering the School of Education are to follow a program of study in selected majors and complete University core requirements and electives necessary to fulfilling degree requirements. A minor in the College of Arts and Sciences is also required. All programs lead to the degree of Bachelor of Arts.

Requirements for the Degree

1.1 The requirement for the Bachelor's degree is the completion, with satisfactory cumulative average (at least 1.5), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years.

1.2 Within the 38 courses, the following 12 courses, comprising the university core curriculum, are required of all students. Students are advised to select core courses very carefully, making sure they satisfy the core in each department in Arts and Sciences. Identification of the core courses can be determined by contacting the appropriate department head in Arts and Sciences and by reference to each semester's *Schedule of Courses*. Students are encouraged to complete core courses in the freshman and sophomore years.

- 2 courses in European History
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in either Natural Sciences or Mathematics
- 2 courses in Social Sciences (including Sociology, Political Science, Economics, Psychology or Education)
- 2 courses in English.

1.3 A minor in four to six courses in Arts and Sciences is required of all students in the School of Education. This minor should be in areas which complement the program in the School of Education, e.g. English, Spanish, Mathematics, Art, History, Psychology, etc. Minor programs need the approval of the Associate Dean's Office.

1.4 The remaining courses include education major courses (which vary with the particular field of concentration) and electives. Those students majoring in a liberal arts area will complete the same courses in their major as are required of Arts and Sciences students.

Normal Program

2.1 Program Distribution: The normal course load for freshmen, sophomores, and juniors is five (5) courses each semester; for seniors, four (4) courses. A freshman or sophomore who wishes to take only four courses may do so but must consult with the Associate Dean. A sixth course may be taken by students whose average is B (at least 2.9). A student whose average is between 2.0 and 2.9 must obtain approval for a sixth course from the Associate Dean, and, as with all courses, from the department involved. Average is here taken to mean the student's most recent semester average or cumulative average, whichever is higher. Any sixth course must be designated as an audit or for credit when registering at the beginning of each semester.

2.2 No more than eleven courses may be taken for credit in one year without special permission of the Associate Dean.

2.3 Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.4 Tuition shall apply per semester as published, even if the student carries the minimum full-time load or less.

2.5 Acceleration: Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

2.6 The only courses which a student, after admission to Boston College, may apply toward a School of Education degree (whether for core, major, or total-course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Office of the Associate Dean is authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross registration programs;
- the Junior Year Abroad Program;
- official college exchange programs;
- special studies programs authorized by the Office of the Associate Dean
- removal of deficiencies incurred by failure, withdrawal from course, or course underload;
- subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration as approved by the Office of the Associate Dean of Education.

Any of the above exceptions granted must be based on prior written approval from the Associate Dean.

Transfer into The School Of Education

3.1 The School of Education expects that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and a cumulative average of at least 2.5 and will complete at least four semesters of full-time study in Education after the transfer.

3.2 For students who have transferred from a College or University other than Boston College, courses which have been granted transfer credit and which are similar to the offerings of Boston College will count toward degree requirements.

Pass/Fail Electives

4.1 In sophomore, junior, or senior year a student may, with the approval of the department offering the course, take an elective course or courses on a pass/fail basis. The course(s) must be in a department other than the one(s) in which the student is majoring; pass/fail evaluations may not be sought in core or major courses. A student must indicate his or her desire to take a course on a pass/fail basis at registration time in the office of the Associate Dean.

4.2 No more than six (6) courses for which the final grade is "pass" will be counted toward a degree.

Fulfillment of Requirements by Equivalencies

5.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses; 5.2 A student, anytime before senior year, may be relieved of a core requirement without receiving credit by demonstrating, by means of an equivalency examination, to the chairperson of a department that administers courses satisfying the core requirement, that he or she has mastered the content of such a course.

5.3 In certain departments there are courses in which continuation in the second semester is intrinsically dependent upon mastering the content of the first semester. A student who fails or withdraws from the first semester of such a course, may, with the approval of the Associate Dean, be allowed to continue in the course and gain credit and the grade of D- for the first semester by passing the second semester satisfactorily (with a C+ or better if graded). This regulation may be applied also to Pass/Fail electives involving a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where these regulations apply is on file in the Office of the Dean of Arts & Sciences.

Requirements for Good Standing

6.1 In order to remain in the school, a student must maintain a cumulative average of C- (at least 1.5) as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year.

6.2 Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an underload, will result in the student's being placed on warning, or being required to withdraw from the School, as the Academic Regulations Board shall determine. Unless the student returns to good standing by the approved methods (see Course Make-Up) or should the student incur additional failures or withdrawals, or carry an underload, while on warning, the student will be required to withdraw from the School at the time of the next annual review.

6.3 A student who has not passed seventeen courses after two years or twenty-seven after three years will be required to withdraw. If seven courses are not passed in one year, withdrawal will be required. If a student passes only one course in a semester, the Academic Regulations Board may require immediate withdrawal.

6.4 No student may begin a given academic year in September with more than one deficiency. Three deficiencies within an academic year will mean dismissal. A deficiency is defined as a failure in a course, a withdrawal from a course, or an unapproved underload.

Course Make-up

7.1 A student who has failed or withdrawn from a course may make up the credit by passing an additional approved course during the regular school year or in a summer session at Boston College (with a grade of at least C-), or at another accredited four-year college (with a grade of at least C-). All make-up courses must be authorized by the Office of the Associate Dean prior to registration in them.

7.2 To make up deficiencies, no more than two approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of three approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

7.3 A student who has been or will be required to withdraw may seek approval of the Associate Dean for summer courses, and may thereby become eligible for consideration for reinstatement. A student who does not receive permission for summer courses or who fails to achieve creditable grades in approved summer courses will not be allowed to matriculate in the School of Education.

Class Attendance

8.1 As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent from class or field experience will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

8.2 A student who is absent from class is responsible for obtaining from the professor or other students, knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

8.3 Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as on other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

8.4 In cases of prolonged absence, due to sickness or injury, the student or a family member should communicate with the Dean of Students and the Associate Dean of the School as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to courses should be made with the Associate Dean of the School of Education as soon as the student's health and other circumstances permit.

Professional Field Experiences

9.1 Sophomore and junior field experiences are an essential part of the curriculum in the School of Education. Attendance is required of all students assigned to cooperating school systems and agencies. When a student is absent, it is his or her responsibility to inform the school or agency and the Director of Field Experiences.

9.2 The student-teaching experience in the senior year must be completed by all students seeking certification. A cumulative grade point average of C (2.5) and successful completion of all courses leading to student teaching will be necessary for acceptance. All students will be screened as to their eligibility and any who fail to meet the standards (academic, health, maturity) will be excluded from Student Teaching. Those so excluded will take courses on campus during the semester to qualify them for a degree from Boston College, but not for recommendation as future teachers. No student will be allowed to overload while taking Student Teaching.

9.3 Experiences in schools and agencies are a vital part of the curriculum in the School of Education. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from these facilities.

International, Out-of-State Program for Undergraduate Studies

9.4 The School of Education's International and Out-of-State Program offers undergraduate classroom and research opportunities in a variety of foreign countries and out-of-state settings. International settings include classrooms in such countries as Switzerland, Ireland, Great Britain, Scotland, and Australia. Out-of-State settings provide opportunities to work on Indian reservations in Montana and New Mexico, rural schools in Vermont, the mid-west, or schools in Colorado and California. For information regarding course work and requirements, contact the Program Director for International/National Programs, School of Education, Campion 115, Boston College.

Leave Of Absence

10.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 101). A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

11.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication.

Grade Change

12.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval to the Associate Dean's Office no later than six weeks after the beginning of the semester following that in which the course was initiated. This rule applies also to those grade changes that result from the completion of course work in cases where an extension was given to a student by a professor to finish the work after the end of the semester in which the course was initiated.

Degree With Honors

13.1 Honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332. Beginning with the Class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Awards and Honors

General Excellence Award: This award is presented by the Boston College School of Education to a senior for outstanding achievement in all courses of study during his or her four years, and who qualifies for a teaching certificate.

The Blessed Edmund Campion Award: An award presented by the Boston College School of Education for excellence in an academic major.

The Dr. Marie M. Gearan Award: An award presented in Honor of Dr. Marie M. Gearan, a member of the originating faculty and first Director of Student Teaching, awarded to a member of the senior class for outstanding academic achievement, campus leadership, and distinguished success as a student teacher.

The Blessed Richard Gwyn Award: An award presented by the Boston College School of Education to a member of the senior class for outstanding promise as a secondary teacher.

The Rev. Henry P. Wennerberg, S.J. Award: An award presented in Honor of Reverend Henry P. Wennerberg, S.J., the first spiritual counselor in the School of Education, to a member of the senior class outstanding for participation and leadership in school and campus activities.

The John J. Cardinal Wright Award: A good teacher is one who is dedicated to the art of motivating his or her students to learn. This award, in Honor of His Excellency John J. Cardinal Wright, is awarded to that senior who has shown expert use of his or her creativity and imagination in the area of motivation, and in doing so has fully dedicated him or herself to education and educational ideals.

The John A. Schmitt Award: The John Adam Schmitt Memorial Award is given to a member of the Boston College School of Education community who, like Professor Schmitt, has consistently demonstrated compassion for his fellow man, integrity in his dealings with others, diligence in his profession, and courage in the pursuit of what he believes to be right.

The Mr. and Mrs. Vincent P. Roberts Award: An award presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the School of Education.

The Council For Exceptional Children Award: Annual award to a man in the senior class—A member of the Boston College Chapter of the Council for Exceptional Children—for demonstration of unusual service dedicated to the care and education of handicapped children.

The Council For Exceptional Children Award: Annual award to a woman in the senior class—A member of the Boston College Chapter

of the Council for Exceptional Children—for demonstration of unusual service dedicated to the care and education of handicapped children.

The Charles F. Donovan, S.J., Award: This award is presented to a member of the Junior Class in honor of Charles F. Donovan, S.J., founding Dean of the School of Education. Selected by the members of the class, the recipient of this award exhibits superior leadership, academic, and innovative qualities; demonstrates excellence in professional and personal commitment, and has a genuine concern for the needs and values of others.

The Rev. James F. Moynihan, S.J. Award: This award is presented by the Boston College School of Education in honor of James F. Moynihan, S.J., first Chairman of the Psychology Department and Professor of Counseling Psychology in Education for many years. The award is given to a student in the Human Development Program who has shown superior scholarship, contributed creatively to the well-being of others, and manifested dedication and commitment to the enhancement of the human development process.

MAJORS IN EDUCATION

Major in Early Childhood Education

The major in Early Childhood Education prepares students for teaching normal and mildly handicapped children in regular settings in kindergarten through grade three, in nursery schools, and in early intervention programs. The program sponsors a demonstration Piagetian-based preschool and kindergarten, both available to students for developing teaching competencies. Some aspects of this program may also be taken as a minor or a concentration.

Education Course Requirements for the Early Childhood Major are:

FRESHMAN	University Core Requirements Psychological Foundations in Education
SOPHOMORE	University Core Requirements Child Growth Psychology of Learning Early Childhood Development and Learning Introduction to Children with Special Needs Educational Measurement Curriculum and Models in Early Childhood
JUNIOR	Methods and Materials in Early Childhood Education Exploring Science and Social Studies Mathematics for Teachers Beginning Reading and Language Arts
SENIOR	Student Teaching: Early Childhood Family, School, and Community Relations Philosophy of Education Language and the Language Arts, Language Acquisition, or Psychology of Language

Major in Elementary Education

The major in Elementary Education prepares students for teaching normal and mildly handicapped children in regular settings in grade one through grade six.

All elementary education majors receive instruction in etiology, identification, assessment and program development for children having mild handicapping conditions. A study of the special needs child for the non-specialist is integrated into this program which addresses itself to the expanding role of the regular classroom teacher.

Education Course Requirements for the Elementary Major are:

FRESHMAN	University Core Requirements Psychological Foundations in Education
SOPHOMORE	University Core Requirements Introduction to Curriculum

	Child Growth
	Educational Measurement
	Psychology of Learning
	Introduction to Children with Special Needs
JUNIOR	Teaching Reading
	Teaching Language Arts
	Teaching Social Studies
	Teaching Mathematics
	Teaching Science and Health
	Teaching Music, Art, and Movement
SENIOR	Student Teaching
	Philosophy of Education
	Electives

Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades nine to twelve. The field-experience component which is offered during the junior and senior years is an integral part of the professional course work. The major in Secondary Education will benefit those students who are interested in gaining certification as a teacher, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Boston College has, as its goal, the preparation and development of teacher-scholars, the educational leaders of the future.

Students may prepare in the following disciplines:

Art	Mathematics
Biology	French
Chemistry	Spanish
Physics	Speech Communication
English	Speech Theatre
History	Theology

Courses in a discipline are taken in the appropriate departments and requirements may be found in this bulletin under the College of Arts and Sciences.

Application to the program is made during the sophomore year to Dr. Bonnie Lass.

Education Course Requirements for the Secondary Major are:

FRESHMAN	University Core Requirements
SOPHOMORE	Secondary Speech Communications* Educational Psychology and the Adolescent University Core Requirements Major Courses in Discipline Electives
JUNIOR	Special Methods** Educational Measurement Learning Problems of Special Needs Adolescents Major Courses in Discipline Electives
SENIOR	Philosophy of Education Student Teaching Major Courses in Discipline Electives

*This first course is listed also under the Department of Speech Communication and Theatre.

**With these two courses there is a one-credit lab which must be taken. The lab consists of observation in an assigned secondary school.

Suggested electives are: Psychological Foundations in Education, Media and Curriculum, Reading Instruction in the Secondary School, Legal Aspects of Teachers and Students, Problems and Issues with Administration of Public Schools, Introduction to Computer Programming, Introduction to Curriculum, Sex Education and Drug Abuse, Problems in Urban Education.

Students majoring in English have additional requirements; they should consult their advisor or the Associate Dean.

Students in the College of Arts and Sciences may elect this program as a six-course minor.

Major in Human Development

The major consists of offerings in the Divisions of Counseling and Foundations. It provides a basic foundation for further graduate study in Counseling or Educational Psychology. For the student who does not plan on graduate studies the major will prepare for employment in such settings as child/adult residential or day care facilities, support personnel in offices of senior professional psychologists and counselors, and experimental educational settings. This major does not provide for state certification as a classroom teacher; it is not recommended as preparation for in-school settings.

Education Course requirements for the Human Development Major are:

FRESHMAN	University Core Requirements Psychological Foundations in Education
SOPHOMORE	Child Psychology Psychology of Learning Adolescent Psychology Personality Theories
JUNIOR	Interpersonal Relations Abnormal Psychology
SENIOR	Counseling Theories

Students are to elect two courses from the following:

Psychology of the Exceptional Child
Early Childhood Development
Children's Literature
Human Development Senior Field Experience
Practicum in Outdoor Education
Psychology of the Gifted
Management of the Behavior of Severe Special Needs Students
Working with Parents of Severe Special Needs Students

Ten courses are required for the major. Instead of electives, the graduating Class of 1985 will be required to take:

Educational Measurement
Adult Psychology

Major in Moderate Special Needs

This program prepares students to teach moderately handicapped children in regular classrooms, resource centers, and in other special education settings. Students who wish to be certified as teachers of the moderately handicapped in Massachusetts must concurrently pursue the elementary education program. This enables the student to be certified as an elementary teacher as well as a teacher of the moderately handicapped. Those who plan to teach in other states should check the certification standards for the states where they plan to seek employment to determine if elementary education certification is required. These students should discuss such requirements with their faculty advisor. Although those satisfying the dual certification requirement will graduate at the same time as their classmates in other programs, because of certification requirements their special education practicum will continue until the end of the public school term (generally the third week in June).

Education Course requirements for the major in Moderate Special Needs are:

FRESHMAN	University Core Requirements Psychological Foundations in Education
SOPHOMORE	University Core Requirements Introduction to Curriculum Child Growth Educational Measurement Psychology of Learning Introduction to Children with Special Needs Habilitation of Individuals with Special Needs Electives

JUNIOR	Teaching Reading Teaching Language Arts and Music Teaching Social Studies and Art Teaching Mathematics Teaching Science and Health Classroom Management: Children with Special Needs Educational Strategies for Children with Special Needs Educational Assessment for Children with Special Needs	Classroom Management: Children With Special Needs Education Strategies for Children With Special Needs Educational Assessment of Children With Special Needs Electives (Approved by Advisor)
SENIOR	Student Teaching: Elementary Philosophy of Education Introduction to Speech and Language Disorders Electives	SENIOR Internship in Alternative Environments Research Seminar in Major Intro. to Speech and Language Disorders Electives

The above listing includes four electives which will be selected with the counsel of the program coordinator or other designated faculty members.

Major in Severe Special Needs

This program is designed for students who desire to work with severely handicapped individuals in separate special classes located in public schools, in special day schools, or in residential schools. It provides a clinical grounding in handicapping conditions, a rationale for planning educational interventions, and skills in communicating and working effectively with parents of handicapped individuals. Course work and field work during sophomore and junior years are followed by a full semester of student teaching in the senior year. Graduates of this program may receive Massachusetts certification as Teacher of Children with Severe Special Needs. This type of certification differs from that needed for teaching in a regular classroom.

Education course requirements for the Severe Special Needs Major are:

FRESHMAN	Psychological Foundations in Education University Core Requirements
SOPHOMORE	Child Growth Introduction to Children with Special Needs Habilitation of Children with Special Needs Psychology of Learning Introduction to Curriculum Educational Measurement
JUNIOR	Human Development and Handicapping Conditions Management Behavior for Severe Special Needs Working with Parents Introduction to Developmental Reading Assessment: Severe Special Needs Introduction to Speech and Language Disorders Educational Strategies: Severe Special Needs Adapted Physical Education: Severe Special Needs
SENIOR	Student Teaching: Severe Special Needs Seminar: Severe Special Needs

Major in Special Alternative Environments

This program is for students who plan to work in residential, educational and occupational centers for moderately and severely handicapped people. Since this program is to prepare students for work with handicapped individuals in learning situations other than public or private classroom settings, it does not purport to meet teaching certification requirements needed for those settings.

The freshman and sophomore course requirements for this program are the same as those required for students enrolled in the Moderate Special Needs program. Requirements for the junior and senior years are as follows:

JUNIOR	Occupational Preparatory Skills Independent Living Skills
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Fifth Year Programs

In Special Education the superior student may plan undergraduate studies so as to begin graduate work in the senior year. This may enable a student to graduate with the bachelor's degree and the master's degree in five years.

These programs include preparation of personnel to work with children who are multihandicapped (including deaf-blind), blind or visually handicapped, or severely mentally retarded or emotionally disturbed. Those in the Blind and Visually Handicapped program have extended preparation in teaching orientation and mobility beyond that required for certification as a teacher of the blind and visually handicapped. Those preparing as specialists in the field of mental retardation or emotional disturbance not only fulfill the certification requirements of the field but acquire in depth knowledge and experiences which broadens the scope of their professional service possibilities.

Also included in these programs is the opportunity to be professionally prepared in the field of rehabilitation working with blind and visually handicapped youth and adults as Rehabilitation Teachers and as Peripatologists (teachers of orientation and mobility).

Currently there is a great demand for personnel with the professional preparation made possible in these Five Year Programs. Students interested in a fifth year program should consult with the appropriate coordinator. At the present there is limited Federal financial assistance for each of these programs.

Minors and Concentrations in Education

With the exception of the minor of four to six courses in a single Arts and Sciences subject, all minors and concentrations are electives. Students may enroll in one, two, three, or more courses. Minors are defined as four to six courses; concentrations as two or more courses.

Minor in Arts and Sciences

Beginning with the graduating Class of 1983, students in the School of Education are required to carry a minor of four to six courses in a single subject in the College of Arts and Sciences. The minimum acceptable is four courses, and Core courses may be included. Specific acceptable areas of study are: Art History, Studio Art, Biology, Chemistry, Classics, Economics, English, Geology, Germanic Studies, History, Linguistics, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Spanish, French, Italian, Russian, Sociology, Speech, and Theatre. Students are encouraged and advised to carry six courses or eighteen credit hours. Secondary Education majors and others who major in Arts and Sciences thereby fulfill this requirement.

Minor in Secondary Education

Students majoring in Art, Biology, Chemistry, Physics, English, History, Mathematics, French, Spanish, Speech Communication and Theatre, or Theology in the College of Arts and Sciences may apply to minor in Education. This program begins in the junior year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Education. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

Minor in Middle School Education

The minor in Middle School Education prepares students for teaching in grades six, seven, and eight. It is particularly suited to Massachusetts where the concept of the Middle School is common.

This minor must be taken in conjunction with a major in one of the following disciplines:

- Biology
- Chemistry
- English
- Geology
- History
- Mathematics
- Physics

Courses offered in the Middle School minor are:

- Elementary Reading Methods
- *Reading and Literature Grades 6 through 8
- *Curriculum and Methodology of Grades 6 through 8
- *Psychology of Pre-adolescence
- Educational Measurement
- Student Teaching

*The above courses will be offered in 1982-1983.

This minor may be taken by students in the School of Education and the College of Arts and Sciences. Students who are interested in this minor should inquire in the Associate Dean's office.

Minor in Speech Science

This concentration in Speech Science (Speech Pathology) prepares students for graduate study at the Master's level in Speech Science and as regular elementary or secondary classroom teachers. Students interested in this specialization should follow a major in Early Childhood Education, Elementary Education, Secondary Education, or Human Development.

SOPHOMORE	Introduction to Speech Pathology Phonetics
JUNIOR	Language Acquisition Anatomy and Physiology of the Vocal Mechanism Diagnostic Procedures Articulation: Theories and Therapies
SENIOR	Audiology I Clinical Methods Clinical Practice

Students in this concentration need a 3.0 grade point average by the end of sophomore year in order to continue.

Concentration in Bilingual Education

The specialization in Elementary-Bilingual Education prepares students to teach in elementary schools with bilingual settings in Spanish. Students interested in this specialization should enroll in one Spanish course each semester, beginning in the first semester of freshman year. The sequence of Spanish courses is as follows:

- Intermediate Spanish
- Composition, Conversation, Readings in Spanish
- Spanish Phonetics
- Advanced Spanish Conversation
- Advanced Spanish Composition and Introduction to Literary Analysis
- Cultural Backgrounds in Spanish Literature
- A Conversational Approach to Contemporary Spanish
- A Conversational Approach to Latin America

Students with four years of high school Spanish may test out of Intermediate Spanish. All of the above courses are not necessary, but the courses should be taken in order and with the advisor's approval.

The required courses in Education are as follows:

- Caribbean History and Culture
- Methods in Bilingual Education

Child Growth and Philosophy of Education are part of the elementary program. This specialization will lead to state (Massachusetts)

certification in Elementary and Bilingual Education as long as the student takes the proficiency examination from the Bureau of Bilingual Education. Applicants should contact that office for information about the process.

Contact Dr. Joan Jones for further information on this specialization.

Concentration in Early Childhood Education

This concentration in Early Childhood Education is designed for students who wish to teach first grade through sixth grade, but have a primary interest in the lower grades, and thus wish to develop expertise in this area. It should be noted that this concentration will not enable students to teach at the kindergarten level in Massachusetts since they will be receiving Elementary School certification, not Early Childhood certification. It is advisable to combine this concentration with a second concentration in Reading or Education of the Gifted.

SOPHOMORE	Early Childhood Development and Learning Curriculum and Models in Early Childhood Education
JUNIOR	Methods and Materials in Early Childhood Education
SENIOR	Beginning Reading and Language Arts, or Quantitative Skill Development for Young Children, or Family, School and Community Relations

Concentration in Computer Usage in Education

The School of Education offers a concentration and a minor in computer usage in education. The concentration involves a sequence of three courses while the minor involves those three courses plus an additional three related courses. The concentration is designed to allow students to learn how computers are used in education, to have skills in three computer languages and to experience the usage of computers for a variety of educational purposes. The minor is expected to provide students with a greater depth of experience with educational computing so that they could consider careers which would involve computing.

The minor is offered to students who are majoring in elementary or secondary education. Students interested in this minor are to complete the appropriate major plus:

- Introduction to Computers in Education
- Computer Programming
- Computer Assisted Instruction and Measurement

With the advice of the faculty advisor for this program, students must select three additional courses related to computing.

ADDITIONAL MINOR PROGRAMS: There also exists a minor concentration in science, business, and related subjects. These additional programs may be approved upon request by the Associate Dean.

Concentration in the Education of the Gifted

A very rapid growth is occurring in the number of programs for gifted children and youth in the schools of the nation, and particularly of Massachusetts. In response to a growing need for teachers who are prepared to perform in a variety of educational settings for the gifted, including the regular classroom, the School of Education is offering a concentration of courses and field experiences.

The concentration is offered to juniors and seniors who have at least a B average and are majoring in elementary, secondary, or special education. The following courses are offered.

- Psychology of the Gifted
- Humanistic Education
- Teaching the Gifted
- Psychology and Education of Creative People

Field placement in educational settings for the gifted will be arranged for juniors and seniors. Students should apply to Dr. Katharine Cotter.

Concentration in Mathematics Education

The Mathematics Education Concentration is designed for pre-service elementary education majors who want to increase their potential effectiveness as classroom teachers of mathematics, who want to work with children who have special needs in the area of mathematics,

who want to be mathematics specialists in an elementary school, or who want to run a mathematics resource room in an elementary school.

Students interested in this specialization are to complete an elementary major plus:

FRESHMAN Mathematics for Teachers
(or its equivalent)

Students are to elect three courses from the following:

- Number Theory for Teachers
- Geometry for Teachers
- Quantitative Skill Development: Preschool through Grade Three
- Games and Activities for Arithmetic and Measurement Skill Development
- The Special Needs Child: Arithmetic and Measurement Skills
- Independent Study: The Running of a Mathematics Education Resource Center

Independent study with a selected faculty member or mathematics specialist can also be arranged. Contact Dr. Michael Schiro for further information.

Concentration in Media and the Fine Arts

The concentration of courses in Media and The Fine Arts prepares teachers in the use of a wide variety of materials in the classroom. It allows them to draw on the talents of students for creative expression in many forms. The specialization deals with topics such as art history and appreciation, still photography, film-making, painting, and television production. The student will have the opportunity to develop skills in various modes of visual expression. The skills can be applied to any communication situation.

The concentration is offered to students who are majoring in elementary or secondary education. Students interested in this concentration are to complete the appropriate major plus:

- Media and the Curriculum (Ed 148)
- Introduction to Art History (Fa 101 and 102)
- Foundations of Studio Art (Fs 101 and 102)

Students are encouraged to select additional courses from the following list, or as the advisor directs, in order to develop skills in specific modes of creative expression:

- Basic Film-making (Fs 171 and 172)
- Introduction to Principles and Techniques of Photography (Fa 301)
- Intermediate Photography (Fs 261)
- Television: An Introductory Course (Sa 322)
- The Propaganda Film (Fa 381)
- Film Criticism (Fa 382)

Additional course selections can be made from the offerings of the School of Education and the Department of Fine Arts with the recommendation of the program advisor and the chairperson of the Department of Fine Arts. Contact Dr. Fred Pula or Dr. Marianne Martin for further information.

Concentration in Reading

The Reading concentration is designed for pre-service elementary education majors who want to increase their potential effectiveness as classroom reading teachers. Students may opt for the Reading concentration after successful completion (grades of B or better) of Ed 101, Elementary Language Arts and Ed 104, Reading Methods. It is recommended that the student take Ed 101 and Ed 104 during the first semester, junior year.

Students interested in this specialization are to complete an elementary major and three of the following:

- Children's Literature
- Diagnostic and Remedial Reading
- Primary Reading and Language Arts
- Language and the Language Arts
- Reading Instruction in the Secondary School

In addition to these offerings, other courses may be chosen after consultation with the coordinator. Independent study with a selected

faculty member or reading specialist can also be arranged. Half of the senior practicum will be a reading room placement. Contact Dr. Bonnie Lass for further information.

Faculty

Professor Peter W. Airasian, A.B., Harvard University; A.M., Ph.D., University of Chicago

Professor Michael H. Anello, B.S., Seton Hall University; A.M., Ph.D., Cornell University

Professor Evan R. Collins, A.B., Dartmouth College; Ed.M., Ed.D., Harvard University; Sc.D., Union University; L.L.D., Lehigh University; Doctor, University of Strasburg

Professor Katherine C. Cotter, B.S., Hyannis State Teachers College; M.Ed., Ph.D., Fordham University

Professor John S. Dacey, A.B., Harpur College; M.Ed., Ph.D., Cornell University

Professor Donald T. Donley, B.S., State University of New York at Buffalo; D.Ed., Syracuse University

Professor John R. Eichorn, B.S., Salem State Teachers College; M.Ed., D.Ed., Boston University

Professor Francis J. Kelly, A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

Professor Mary T. Kinnane, A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Professor George T. Ladd, B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

Professor Pierre D. Lambert, B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Professor George F. Madaus, B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Professor Vincent C. Nuccio, A.B., Boston College; M.E., D.Ed., Cornell University

Professor Ronald L. Nuttall, A.B., A.M., Ph.D., Harvard University

Professor Edward J. Power, A.B., St. John's University (Minnesota); Ph.D., University of Notre Dame

Professor Lester E. Przewlocki, A.B., M.A., DePaul University; Ph.D., University of Chicago

Professor John Savage, A.B., Iona College; Ed.D., Boston University

Professor John F. Travers, Jr., B.S., M.Ed., Ph.D., Boston College

Professor John J. Walsh, B.S., Boston College; A.M., Ph.D., University of Chicago

Associate Professor Lillian Buckley, B.S., Framingham State College; Ed.M., Ed.D., Boston University

Associate Professor M. Beth Casey, A.B., University of Michigan; A.M., Ph.D., Brown University

Associate Professor William M. Griffin, A.B., Marietta College; A.M., State College for Teachers at Albany; D.Ed., Syracuse University

Associate Professor Irving Hurwitz, A.B., Ph.D., Clark University

Associate Professor Richard M. Jackson, A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Associate Professor John A. Jensen, A.B., Cornell University; A.M., Ed.D., University of Rochester

Associate Professor Joan C. Jones, B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

Associate Professor John B. Junkala, B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

Associate Professor William K. Kilpatrick, B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

Associate Professor Raymond J. Martin, A.B., Iowa State Teachers College; M.A., Ph.D., State University of Iowa

Associate Professor Jean Mooney, A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Associate Professor Bernard A. O'Brien, A.B., Boston College; A.M., Ph.D., Catholic University of America

Associate Professor Diana P. Paolitto, A.B., Smith College; M.A.T., Harvard University; Ed.D., Boston University

Associate Professor Michael Schiro, B.S., Tufts University; M.A.T., D.Ed., Harvard University

Associate Professor Charles F. Smith, Jr., B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

Associate Professor Kenneth W. Wegner, B.S., M.Ed., D.Ed., University of Kansas

Assistant Professor Mary M. Brabeck, B.A., M.S., Ph.D., University of Minnesota

Assistant Professor Marcia Bromfield, A.B., Tufts University; M.S., Syracuse University; Ph.D., Syracuse University

Assistant Professor Sherrill Butterfield, B.S., Fitchburg State College; M.S., Boston College; Ph.D., University of Pittsburgh

Assistant Professor James J. Cremins, A.B., A.M., Ph.D., University of Connecticut

Assistant Professor Joseph Duffy, S.J., A.B., A.M., Boston College; S.T.L., Weston College; M.S.Ed., Ph.D., Fordham University

Assistant Professor Margaret Griffin, B.S., Framingham State Teachers College; M.Ed., Boston College

Assistant Professor Bonnie Lass, A.B., Syracuse University; M.S., CCNY; Ph.D., University of Illinois

Assistant Professor Alec F. Peck, A.B., University of San Francisco; M.S., Ph.D., Penn. State University

Assistant Professor Theresa Powell, Diploma, Posse School of Physical Education; B.S., Ed.M., Boston University

Assistant Professor Robert A. Stodden, A.B., Syracuse University; M.S., California State College (Long Beach); Ph.D., University of Florida

Assistant Professor Elizabeth R. Welfel, A.B., Emmanuel College; A.M., Ph.D., University of Minnesota

Adjunct Assistant Professor Philip DiMattia, B.S., M.Ed., Ph.D., Boston College

Adjunct Lecturer Michael E. Herron, B.S., California State University at Northridge; A.M., California State University at Los Angeles

Adjunct Lecturer W. Robert Smith, B.S., Northern Illinois University

Adjunct Lecturer Hugo Vigoroso, B.S., University of Rhode Island; M.Ed., Boston College

Lecturer George Zimmerman, B.S., Kutztown State College; A.M., Western Michigan University

Course Offerings

Ed 030 Child Growth (F, S; 3)

Learning theory, cognitive development and physical and psychological patterns of growth for the typical child are among the major topics examined. *The Department*

Ed 031 Introduction to Special Education (F, S; 3)

This course will provide an introduction to various disabilities and resulting special needs. This course may be taken by students in Arts and Sciences, Nursing, and Management. *The Department*

Ed 032 Psychology of Learning (F, S; 3)

An investigation of the learning process with particular emphasis upon the nature of learning, development of definitions of learning, types of learning, transfer, and the development of learning theory.

Special attention will be given to recent studies of concept formation, problem-solving, the impact of the emotions upon learning, and the neurological aspects of learning. *The Department*

Ed 035 Introduction to Curriculum (F, S; 3)

This course presents an overview of the teaching profession and introduces the student to the organization of the classroom, planning a lesson and setting the goals of instruction. *The Department*

Ed 040 Psychological Foundations in Education (F, S; 3)

Required of all elementary education majors, course is designed to provide students with practice in elements of interpersonal communications and to provide an overview of alternative careers within the broad area of Education. *John Dacey*

Ed 041 Educational Psychology and the Adolescent (F, S; 3)

An introduction to the psychology and problems of the adolescent years. Biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships will be discussed. Consideration will be given to the impact that rapid cultural change has on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. *William K. Kilpatrick*

Ed 050 Field Practicum, Sophomore (F, S; 1)

A one day per week field experience taken each semester of the Sophomore year. This course is the Elementary School Field Lab for Ed 035 and the Special Needs Field Lab for Ed 200. Field placements are made at preregistration. *Joan C. Jones*

Ed 051 Field Practicum, Junior (F, S; 1)

A one day per week field Lab in schools or Alternative Education sites each semester. This course is the Elementary School Lab for students enrolled in Ed 101, Ed 104, Ed 105 and the Special Needs classroom. Field Lab for students enrolled in Ed 201 and Ed 209. Students specializing in bilingual education take this course with Ed R.I. 394 and R.I. 391. Placement sites are assigned at pre-registration. *Joan C. Jones*

Ed 060 Educational Measurement (F, S; 3)

This course stresses evaluative concerns in the classroom. Topics covered include informal evaluation, objective writing, item and test construction, test scoring, validity and reliability. *Peter W. Airasian*

John A. Jensen
John J. Walsh

Ed 061 Psycho-Educational Measurement (F; 3)

This course is limited to students majoring in Human Development. Principles of standardized test selection and utilization; validity; reliability; standard scores; norms; interpretation of test data; survey of measures of achievement, adjustment, aptitude, intelligence, interests and personality; current controversies and ethical considerations. *The Department*

Ed 101 Elementary Language Arts (F, S; 3)

The course examines the major components of the language arts curriculum with specific focus on effective instructional techniques for teaching communications skills to children in the elementary grades. Theory and practice are utilized by students working in an elementary school classroom one day per week. *Lillian Buckley*

John Savage
Charles Smith

Ed 102 Methods of Music, Art, and Movement (F, S; 3)

This course treats those areas of music, art, and physical education that the elementary school teacher needs in the classroom. *The Department*

Ed 104 Elementary Reading Methods (F, S; 3)

This course examines major approaches to teaching reading, diagnostic-prescriptive techniques, and materials appropriate for the development of basic reading skills. *John Savage*

Bonnie Lass

Ed 105 Elementary Social Studies Methods (F, S; 3)

Theory and practice in modern social studies education, involving public school experience centers and college personnel in a carefully

orchestrated program focusing on student instruction and guidance in the development of requisite professional competencies.

Katharine C. Cotter
Charles Smith

Ed 108 Mathematics for Teachers (F, S; 3)

Curriculum materials and instructional techniques useful in teaching mathematics to elementary school children will be examined. This course covers instruction in Early Childhood and grades one to six. Lecture and laboratory.

Michael Schiro

Ed 109 Elementary Science for Teachers (F, S; 3)

The exploration of science materials, methodologies, and concerns on an individual group basis. Grades one to six.

George T. Ladd

Ed 110 History of Western Education (F, S; 3)

Beginning with classical Greek education, this course surveys the principal cultural and educational movements of Western education.

Edward J. Power
Pierre D. Lambert

Ed 113 Teaching English to Speakers of Other Languages (TESOL) (F; 3)

The course is designed to introduce bilingual and other teachers to the theory and practice of TESOL, emphasizing the special linguistic and cultural problems facing learners of English as a second language. Various approaches and methods of second language teaching will be examined through readings, lectures, films and school visits. Practice in TESOL will be gained through lesson planning, in class demonstrations, microteaching and evaluation of materials.

Students will develop ability to respond to the needs of adult illiterates and individual ESL students in regular classes.

The Department

Ed 114 Methods and Materials in Early Childhood Education (F; 3)

This course explores the methods and materials appropriate to teaching young children. Both the class discussions and the practicum involve the development and evaluation of materials and methodologies applicable to the learning environments of young children including such areas as the arts, communication skills, and physical education.

Beth Casey

Ed 115 Curriculum and Models in Early Childhood Education (S; 3)

This course is designed to explore different views of early childhood education including such models as Piagetian, Montessori, and Open Education. Compensatory education as well as cross-cultural early childhood models (e.g. the Chinese conception) will be discussed. Within this context, an overview of the curriculum, preschool through grade three, will be explored. Also included will be discussion of the organization of the classroom, classroom management, health issues, planning a lesson, and setting the goals of instruction. By the end of the course students will be expected to formulate their own early childhood education model.

Beth Casey

Ed 116 Exploring Science and Social Studies through the Environment: Early Childhood Education Methods. (S; 3)

This course explores science and social studies materials and methodologies for teaching preschoolers through third grade. A special emphasis is given to the development of problem-solving abilities in young children as they explore their environment.

The Department

Ed 126 Secondary Speech Communication (F; 3)

This course will focus on communication theory and practice. It is designed especially for students who intend to pursue a career in teaching. Special emphasis will be placed on the lecture and discussion methods of teaching. Both verbal and nonverbal communication techniques will be stressed in the speaking exercises that form the nucleus of the course.

For those students who are majors in communication and theatre, this course will contain a unit devoted to such essential items as organizing the performance course, planning relevant communication and theatre exercises, and evaluating students' performance. Non-majors will participate in an alternative learning experience while this special unit is being taught.

Students are reminded that this is a field based course.

Dorman Picklesimer

Ed 145 Children's Literature (S; 3)

An examination of the various genres in children's literature. Attention given to the effective use of literature in the classroom.

Lillian Buckley

Ed 146 Diagnostic and Remedial Reading (S; 3)

Causes of reading disability, and the means of diagnosing and correcting disabilities will be the topics of study for this course.

The Department

Ed 147 Early Childhood Development and Learning (F; 3)

This course focuses on development of the child from birth to seven years of age. The emphasis is on an in depth understanding of the young child and on the ability to apply this knowledge to a learning environment. To facilitate this integration of theory, students and faculty hold classes together at a cooperating nursery school near the college.

Beth Casey

Ed 148 Media and Curriculum (F, S; 3)

This course is designed to demonstrate ways in which media do affect the teaching/learning process in the classroom. Students are able to develop a proficiency in the operation of basic audiovisual equipment: projectors, audio tape recorders, video tape recorders, and display boards. The course demonstrates the criteria used in the selection and utilization of instructional materials for specific learning situations. It enables students to design and produce instructional materials using the facilities of University Audiovisual Services.

Fred John Pula

Ed 151 Problems in Urban Education (F, S; 3)

The course aims to acquaint the student with the urban community, its people, and their problems. It includes at least four field trips to inner-city agencies, centers, organizations, and events, as well as attendance of on-campus classes.

Charles Smith

Ed 160 Introduction to Computers in Education (F; 3)

An introduction to computers and their applications in education. The origins, development and workings of computers will be reviewed. Current hardware and software systems will be described and demonstrated. Students will develop algorithms for the solution of elementary problems and will program their solutions using the BASIC language. The course will emphasize practical experiences with present systems, but will also explore new developments in hardware and software and their implications for education.

John A. Jensen

Ed 161 Computer Programming (S; 3)

Prerequisite: Ed 160 or equivalent

A course in planning, writing, debugging and executing computer programs of intermediate difficulty using the PL1 language. Other topics include: IBM Job control Language and operating systems; data acquisition, file construction and maintenance using punched cards, teleprocessing and optical scanning equipment; sequential and direct access storage media and methods; and experience in the use of existing program systems for statistical analysis.

John A. Jensen

Ed 162 Educational Measurement Using Computers (F; 3)

This course provides an introduction to the principles of measurement and evaluation as they apply to classroom settings, and deals with the capabilities of computer hardware and software in the measurement and evaluation of student progress. Emphasis will be placed on designing measurement sequences and programming them for presentation and analysis using the DECAL language. Each student will develop and pilot test a measurement sequence as a term project.

The Department

Ed 199 Independent Study in Education (F, S; 3)

This course provides independent research opportunities to the student under the guidance of an instructor. The research project must be approved one month before the beginning of the course by the instructor and the Associate Dean.

The Department

Ed 200 Introduction to Children with Special Needs (F, S; 3)

This course will provide an introduction to various disabilities and resulting special needs. Among topics considered are definitions, characteristics, approaches to education, and current trends in service delivery. One day per week practicum in the Boston College Campus School is required.

The Department

Ed 201 Classroom Management: Children With Special Needs (F; 3)

This course focuses on observation and precise description of learning behaviors, followed by a presentation of motivational and management approaches to children in the classroom. Students write anecdotal records and employ informal behavioral checklists. In addition, students will identify general characteristics of special needs children and prepare appropriate accommodation strategies with which a classroom teacher might support and foster successful learning experiences in children with special needs. Students will also propose and present a rationale for selected management techniques for specified children.

James Cremins
Alec Peck

Ed 203 Philosophy of Education (F, S; 3)

A study of educational theory and its influence on educational practice, and an application of philosophical principle to basic educational policy.

Pierre D. Lambert
Edward J. Power

Ed 204 Independent Living Skills (S; 3)

This course will focus on the development of skills to enable people with special needs to live as independently as possible. Extensive consideration will also be given to various types of residential placements for people with special needs and issues involved in establishing these settings and developing programs in them. A six hour per week field placement is a part of this course.

Marcia Bromfield

Ed 205 Occupational Preparatory Skills (S; 3)

The world of work for the handicapped individual is approached from the viewpoint of societal attitudes and basic skill preparation with an emphasis upon current legislation, service delivery systems, task analysis and other training procedures leading to job placement and follow-up. Content areas will focus on the moderately and severely disabled adolescent and adult within non public school settings. A six-hour field placement is a coordinated part of this course.

Robert Stodden

Ed 206 Habilitation of Individuals with Special Needs (S, 3)

This course deals with theoretical, philosophical, and practical daily needs aspects of developing vocational and social programs for persons with special needs.

The Department

Ed 208 Educational Strategies for Children with Special Needs (S; 3)

This course focuses on the individualization of instruction for children with special needs. The role of the teacher, rather than that of materials, is stressed as the dominant factor. Students will develop a rationale and demonstrate skills in individualizing instruction for a variety of children with special needs.

James Cremins
John B. Junkala

Ed 209 Educational Assessment of Children with Special Needs (F, S; 3)

This course deals with formal and informal assessment techniques to be used in the development of individualized educational programs (IEPs). The development of observation skills is stressed, with a heavy emphasis on task analysis.

James Cremins
John B. Junkala

Ed 210 Introduction to Speech and Language Disorders (F; S; 3)

This course presents an overview of speech and language disorders in children. Includes introduction to assessment techniques, remedial strategies and curriculum modifications for children with problems in receptive and expressive language.

Jean Mooney

Ed 211 Learning Problems of Special Needs Adolescents (S; 3)

This course will focus on the secondary special needs student. Topics discussed will include: behavior management, laws, individualizing instruction, curriculum modification, and other topics. Students who enroll in this course will be required to participate one-half day per week in a secondary school setting, grades nine to twelve.

James Cremins

Ed 212 Secondary School Lab (S; 1)

This course is the lab and field work for Ed 211. One-half day per week is required.

Joan C. Jones

Ed 213 Research Seminar in Special Residential/Vocational Learning Environments (S; 3)

Students will be made aware of current trends, issues, and legislation in the field, developing an in depth project, either research or field based, which will be planned, implemented, and completed during the course. Emphasis will be placed upon developing an area of interest of the student and contributing something original and useful to the field.

Marcia Bromfield
Robert Stodden

Ed 220 Cultural Studies in Language and Linguistics (F; 3)

The course focuses on the nature and structure of American English with direct application to English instruction in the secondary school. Course topics include the study of phonology, morphology, syntax, the history of language, semantics, and dialect, specifically as these topics relate to vocabulary development, composition, grammar and reading instruction in the secondary school classroom. This course is required for all students in Secondary Education and English.

Not offered 1981-82

John Savage

Ed 230 Abnormal Psychology (S; 3)

Type of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance. (Designed for those with little or no background in psychology.)

To Be Announced

Ed 240 Introduction to Teaching in the Middle School (F; 3)

Middle schools today are organized quite differently from that of the self-contained classroom and the typical junior high school. The middle school teacher (5-9) needs to possess a carefully planned specialization of subject matter, an understanding of the special needs of the pre- and early adolescent, and the capability to create varied learning environments made possible by the more adaptive middle school organization.

This course introduces the student to the basic concepts on which middle schools are organized with special emphasis on what all of this means for the middle school teacher. Visitation to selected middle schools is also part of the course. This course is part of the pre-practicum and will service a useful purpose in planning a student's program.

William A. Griffin

Ed 241 Interpersonal Relations (F; 3)

Focuses on the person and his or her ability to live and work with other people. This course will help the student to look at herself or himself and choose those social techniques which will increase effectiveness as a person who can manage successfully, participate in and organize programs which involve living and working with other people.

Francis Kelly

Ed 242 Personality Theories (F; 3)

This course gives an introduction to the various theories of personality. It shows the relationship between personality and counseling theory.

Mary Brabeck

Ed 243 Counseling Theories (S; 3)

This course gives an introduction to the various theories of counseling. Prerequisites for this course are Ed 241 and Ed 242.

Mary Brabeck

Ed 244 Adult Psychology (S; 3)

This course is designed to investigate the psychological, sociological, anthropological and historical aspects of adult development. Stages of life and crises which must be met and mastered in those stages will be given special attention.

John Dacey

Ed 245 Human Development Senior Field Experience (S; 3)

This course is designed as a senior seminar. Students will meet once a week to discuss their required field work (eight to ten hours per week) and to relate their field work to the theories and skills studied throughout their Human Development programs. In addition students will be required to research the literature on an aspect of their field work. This course is open only to seniors in the Human Development major.

Mary Brabeck

Ed 250 Elementary Student Teaching (F, S; 12)

An extensive Field Experience (300 + clock hours) for seniors majoring in elementary education. Placements are made in area schools

or selected sites overseas and out-of-state. Students are assigned to a full day experience in an elementary classroom setting. Prerequisites are a 2.5 grade point average and successful completion of all required courses. Applications are to be completed during the semester preceding the student teaching assignment. *Joan C. Jones*

Ed 251 Secondary Student Teaching (F, S; 9)

An extensive Field Experience (300 + clock hours) for seniors majoring in secondary education. Placements are in area schools or selected sites overseas or out-of-state. Students are assigned a full day experience in middle or senior high schools. Prerequisites are a 2.5 grade point average and completion of all pre-practica and required courses. Application procedures are to be completed during the semester preceding the student teaching assignment. *Joan C. Jones*

Ed 252 Elementary Student Teaching (F, S; 6)

An eight week practicum for seniors in Elementary Education and majoring in Special Education or Bilingual Education to be taken with Ed 253, Ed 254, and Ed 260. Placements are made in area schools or selected sites overseas and out-of-state. Students are assigned to a full day experience in an elementary classroom. Prerequisites are a 2.5 grade point average and successful completion of all required freshman, sophomore and junior courses. Application procedures are to be completed during the semester preceding the practicum. *Joan C. Jones*

Ed 253 Special Education Student Teaching (F, S; 6)

An extensive Field Experience for seniors majoring in Special Education. To be taken after Ed 250. Placements are made in area schools or selected sites overseas or out-of-state. Students are assigned a full day experience in a special education setting. Prerequisites for this experience are a 2.5 grade point average and successful completion of all required courses. Application procedures are completed during the semester preceding the practicum. *Joan C. Jones*

Ed 254 Bilingual Student Teaching (F, S; 6)

An extensive (150 + clock hours) practicum for seniors in Elementary Education whose specialization is Bilingual Education. To be taken after Ed 250. Placements are made in area schools and selected sites overseas and out-of-state. Students are assigned a full day experience in a bilingual setting. Prerequisites for this experience are a 2.5 grade point average and successful completion of all required courses. Application procedures are to be completed during the semester preceding this practicum. *Joan C. Jones*

Ed 255 Seminar on Overseas Study (F, S; 3)

For seniors who have completed overseas or out-of-state student teaching assignments. They will conduct instructional seminars for juniors anticipating such assignments. Participants are expected to carry out all delegated instructional duties including planning and designing course materials and preparing evaluative instruments. Applicants must have approval of the Field Program Director. *Joan C. Jones*

Ed 256 Secondary Student Teaching (S; 9)

An extensive (300 + clock hours) experience for Arts and Sciences seniors minoring in Secondary Education. Placements are made in area junior and senior high schools. Students are assigned to a full day experience. Prerequisites are a 2.5 grade point average and successful completion of all pre-practica and required courses. Applications procedures are to be completed the semester preceding the student teaching assignment.

Ed 258 Secondary Schools Observation (F, S; 1)

This one-half day pre-practicum is required of all students majoring or minoring in Secondary Education. The course serves as the field lab experience for Ed 300, Ed 301, Ed 302, Ed 303 and Ed 304. Enrollment for placement sites is completed during the pre-registration period. *Joan C. Jones*

Ed 259 Internship in Special Residential/Vocational Learning Environments (S; 12)

A fifteen-week full-time field experience in a residential/vocational setting. Students will work with programs, methods, and materials to meet the life and occupational needs of moderately to severely handicapped individuals. Prerequisites are completion of all pre-practicum and required course work. *Joan C. Jones*

Ed 260 Elementary Student Teaching, Gifted (F, S; 6)

A 150 + clock hours practicum for undergraduate seniors in elementary education whose specialization is Gifted Education. To be taken after Ed 250. Students are assigned a full day experience in a gifted elementary classroom. Prerequisites are a 2.5 grade point average and successful completion of all required courses. *Joan C. Jones*

Ed 261 Secondary Student Teaching, Gifted (F, S; 6)

A fifteen week practicum for seniors majoring in Secondary Education with special interest in working with gifted youth. Students are assigned to a full day experience in middle or senior high schools' gifted settings. Prerequisites are a 2.5 grade point average, approval of the Program Coordinator and Ed 258. *Joan C. Jones*

Ed 262 Internship, Elementary (F, S; 3)

Participation/observation experiences working in education related activities at schools or non school sites, including museums, business, and government or social agencies. Requirements and time periods arranged by advisors. By permission only. *Joan C. Jones*

Ed 263 Internship, Secondary (F, S; 3)

Participation/observation experiences working in education related activities at schools or non school sites, including museums, business, and government or social agencies. Requirements and time periods arranged by advisors. By permission only. *Joan C. Jones*

Ed 264 Early Childhood Student Teaching (F, S; 6)

A fifteen-week (300 + clock hours) practicum for seniors majoring in Early Childhood Education. Placements are made in area pre-school and primary school sites or selected sites overseas or out-of-state. Prerequisites for this experience are a 2.5 grade point average and successful completion of all pre-practicum and course work.

Ed 274 Alcohol and Drug Abuse in Education (S; 3)

Exploration of the many facets of alcohol and drug abuse problems. Investigation of alcohol, drugs, and their effects, users, nonusers, education programs, rehabilitation programs and community actions. *The Department*

Ed 275 Sex Education (F; 3)

This course is designed to cover the physiology of human reproduction with emphasis on the development of sexuality leading to marriage and influences of the family; special topics of responsibilities, venereal disease, sex hygiene, and birth control. *The Department*

Ed 276 Adapted Physical Education for the Child with Special Needs (F, S; 3)

Acquaints the student with the mental and physical aspects of children with special needs. Emphasis is placed on recognition and remediation of a child's handicap and assisting in developing abilities to fullest potential. Practicum in elementary schools and hospital settings provide for enrichment and utilization of theories. Not offered 1981-1982 *Theresa A. Powell*

Ed 277 Elementary Methods of Physical Education (F, S; 3)

An integrated course designed to give students a working knowledge of purposes of physical education and its activities in the elementary school child. Practicum in elementary school setting provides for enrichment and utilization of theoretical ideas and concepts. Not offered 1981-1982 *Theresa A. Powell*

Ed 278 Personal Skills in Individual and Team Sports (F, S; 3)

Emphasis is placed on the development of personal skills in selected activities, along with methods and materials used for effective teaching in Physical Education. *Theresa A. Powell*

Ed 279 Applied Anatomy and Kinesiology (S; 3)

The course includes the theoretical and practical knowledge necessary for the understanding of human movement and the techniques of analyzing motor skills. *Peter Ligor*

Ed 290 Number Theory for Teachers (F; 3)

This course is intended to focus on a wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in the elementary school. The course will also provide a foundation for the prospective teacher in working with induction,

the division and Euclidean algorithms, prime factorization, prime number facts and conjectures, modular arithmetic and mathematical art.
Margaret J. Kenney

Ed 291 Geometry for Teachers (S; 3)

Prerequisite: Ed 290

This course is intended to fill a basic need of all elementary teachers. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered in depth include the square and triangular geoboards, motion geometry, and their relation to the standard Euclidean geometry.
Margaret J. Kenney

Ed 300 Secondary Science Methods (F; 3)

A survey of the available secondary science curricula will be combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class and examine ways to facilitate the inquiry approach in science teaching. Substantial field work required.

By arrangement

George T. Ladd

Ed 301 Secondary History Methods (F; 3)

This course will demonstrate methods for organizing a unit, utilizing original sources, employing drama and sociodrama, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work required.

T., 4:30–7:00

H. Zabierek

Ed 302 Secondary English Methods (F; 3)

This course carries the Secondary School English Major from an introductory phase that shows the place of the English Department in the Secondary School Plan to a closing phase in which he or she has a comprehensive look at research in progress in the teaching of English. In between these two phases, he or she discovers what will make an effective, successful teacher of English. The student receives much practice in Semester, Unit and Daily planning for the teaching of lessons in Listening/Speaking, Writing, Literature, Language Study (Traditional and Modern) and Mass Media Study. Substantial field work required.

S., 9:30

K. Culley

Ed 303 Secondary Language Methods (F; 3)

Analysis in approaches and methods in modern language teaching. Presentation of specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures. Substantial field work required.

M., W., 3:00

Rebecca Valette

Ed 304 Secondary Math Methods (F; 3)

This course is designed to prepare the student for teaching experience in the secondary school. It includes topics such as classroom procedure, preparing lesson plans, structuring tests, grading tests, and evaluation of student performance. The responsibility of the student teacher to the cooperating teacher is covered in detail as time permits, mathematical topics are developed which will provide background information. This will allow a more meaningful presentation of various units in mathematics. Substantial field work required.

T., 6:00–8:30

The Department

Ed 305 Secondary Methods (S; 3)

A course designed to prepare teachers for grades nine to twelve in methodology and curriculum.

The Department

**Ed 307 Quantitative Skill Development—
Preschool Through Grade 3 (S; 3)**

Activities that help preschool and kindergarten children develop quantitative skills in the area of mathematics and science are explored. Activities are drawn from such areas as art, movement, music, block building, and nature study.

M., 4:30–6:15

Michael Schiro

Ed 310 Family, School, and Community Relations (S, 3)

This course focuses on family interactions and community relations both in terms of how they influence the child and how the teacher can effectively respond to these factors. Included are discussions of the short and longterm effects of divorce, single parent families, step-

families, poverty and cultural differences. There will be a focus on the teacher working with parents in terms of parent education and parent involvement in school. In addition, emphasis will be placed on helping children develop a greater sensitivity to their own and other cultures through multicultural education.

Offered 1982–83.

The Department

Ed 311 Educational Psychology (F; 3)

A study of development tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.

M., 4:30–6:15

Beth Casey

Ed 315 The Psychology of Adolescence (S; 3)

An analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

M., 4:30–6:15

William K. Kilpatrick

Ed 317 Practicum in Outdoor Education (F; 3)

This course offers practical experience in the theory, application, and safety considerations relevant to outdoor education. Students will explore different uses of the out-of-doors to achieve various educational objectives. Specific teaching skills to be learned will include: environmental awareness and natural history interpretation, rock climbing, ropes course, and adventure education. Offered 1982–83.

By arrangement

The Department

**Ed 318 Reading–Language Arts Preschool through
Grade Two (S; 3)**

Approaches, planning and evaluating reading/language arts instruction and materials for early childhood education.

Th., 4:30–6:15

Bonnie Lass

Ed 319 Psychology and Education of Creative People (S; 3)

This course will consider psychological aspects of four areas of creative activity; personality, productivity, mental processes, and physiological processes. It will combine consideration of current research and measurement studies with the research and experiences of the students themselves. All age levels of creative development are included.

M., 4:30–6:15

John S. Dacey

Ed 321 Language and the Language Arts (S; 3)

A course that examines the nature and structure of language and how it applies to the teaching of language arts with an emphasis on written language, in the elementary and middle schools.

M., 4:30–6:15

John Savage

Ed 323 Reading Instruction in the Secondary School (S; 3)

A course that includes principles and practices of developmental and remedial reading instruction at the junior and senior high school levels. There will be particular emphasis on teaching reading in content areas.

W., 4:30–6:15

John Savage

Ed 325 Science in the Elementary School (S; 3)

An opportunity to become actively involved with the wide number of elementary science curriculum activities and materials designed for children from 2 to 12 years of age. Open to early childhood, special education and other individuals interested in science education at the elementary level.

M., 7:00–9:00

George T. Ladd

Ed 326 Science in the Secondary School (F; 3)

Current issues, trends and innovations in science education at the secondary (7–12) level will be investigated and discussed. This course is required of all M.S.T., C.A.E.S., and Doctoral students with a science education emphasis in their programs.

To be announced

George T. Ladd

Ed 327 Teaching the Gifted (S; 3)

Study of the educational needs of intellectually gifted children and

youth; focus is on model programs, program development, instructional/learning strategies, materials and other resources in specific curriculum areas and various learning environments.

Th., 4:30–6:15 Nina Greenwald

Ed 328 Psychology of the Gifted (F; 3)

Psycho-social characteristics of the gifted, including underachiever, culturally different, disadvantaged; related to education and guidance.

Th., 4:30–6:15 Katharine C. Cotter

Ed 330 Field Education and Supervised Practicum in Religious Education (F, S; 3)

This program provides the student with supervised experience in Religious Education. The practicum provides an opportunity to integrate theory and practices as related to individual field experiences. Consultation and process analysis will be used to critique performance and develop personal skills and individual styles of ministry.

By arrangement Religious Education Faculty

Ed 334 Special Projects in Religious Education (F, S; 3)

Independent study in religious education contexts, involving implementation of academic content in the field, under the direction of a faculty advisor.

By arrangement

334.01 Mary C. Boys, S.N.J.M
334.02 Rev. Thomas Groome
334.03 Padraic O'Hare

Ed 350 Legal Rights of Teachers and Students (S; 3)

A course designed to acquaint teachers with their legal rights and the rights of students.

T., 4:30-6:15 Lester E. Przewlocki

Ed 373 Explorations in Humanistic Education (S; 3)

A comprehensive practical analysis of humanistic education in terms of its goals, conditions, implementation and defense in a new era of accountability; affective and confluent education, values and moral education. Special attention will be given to current obstacles to humanistic education, such as: teacher burnout and violence and drugs in schools.

T., 4:30–6:15 Katharine C. Cotter

Ed 374 Management of the Behavior of Severe Special Needs Students (F; 3)

The focus is primarily on behavior modification principles and practices. Students will be exposed to theoretical constructs underlying classical and operant conditioning, management programs for increasing and decreasing the frequency of behaviors, schedules of reinforcement, and related topics.

M., 4:30–6:15 James Cremins

Ed 377 Activities and Games for Arithmetic and Measurement Skill Development (S; 3)

A workshop course in which participants will make academic activities and games and examine curricular materials designed to help elementary school children learn the basic skills of arithmetic and measurement. Each course participant can expect to make at least fifty activities and games to use with children. The activities and games will be made from such items as wood discs, wood cubes, tongue depressors, printers cards, checker boards, egg cartons and bathroom tiles. There will be a laboratory fee based upon the quantity of materials used.

T., 4:30–6:15 Michael Schiro

Ed 380 Visual Handicaps and Education (F; 3)

A study of the anatomy and function of the eye with emphasis on common life diseases and their effect on vision. Included is the use of residual vision, optical aids and educational-rehabilitative implications of various types of eye conditions.

W., 4:30–6:15 Petersen/Friedman

Ed 382 Communications (Manual) (Intercession; 1) (S; 1)

A course designed to introduce students to various modes of com-

munication utilized by the handicapped, i.e., Braille, manual alphabet, natural gestures, signing. The course is designed for students who want an exposure to alternative communication systems.

By arrangement Monique Signorat

Ed 383 Educational Strategies: Children with Severe Special Needs (S; 3)

This course will focus on remedial techniques for children with serious problems in intellectual, sensory, motor, and emotional growth. Lectures and demonstrations will be used to enhance observations students will make of teachers in the field.

The Department

Ed 384 Multihandicapped Education Seminar (F; 3)

The focus of this seminar is curriculum planning for the Multihandicapped child. A developmental approach is taken with the greatest emphasis being placed on the domains of cognitive, language, self-help, motor, and social development. Practical experiences are incorporated into this course.

W., 1:00-2:45 To be announced

Ed 386 Communication (Manual) II (S; 2)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, finger-spelling and American sign language. Theoretical foundations of total communication will be investigated (includes Braille for students in the Peripatology Program).

Limited to students in the Deaf/Blind, Multihandicapped Program and the Peripatology Program. Meets twice a week.

T., 4:30-6:15
Th., 7:00-8:30 Terrell Clark

Ed 387 Assessment of Young Children with Special Needs (F; 3)

The assessment process, including norm-referenced and criterion referenced devices for children birth to six, is the primary focus of this course. Observational schedules and functional vision and hearing assessments are addressed. Children with special needs at different developmental ages are assessed both in class and as outside requirements.

F., 4:30–6:15 Sherrill Butterfield

Ed 392 Education and Psychology of Exceptional Children (S; 3)

Characteristics and special education needs of handicapped and gifted children will be considered. Recent trends relative to assessment of administrative arrangements for and teaching strategies appropriate to exceptional children will be discussed. Consideration will also be given to legislation and regulations pertaining to the education of exceptional children.

T., 4:30-6:15 John Eichorn

Ed 393 Student Teaching: Visually Handicapped (F, S, Summer; 2)

Students in the program for Educator of the Visually Handicapped will have eight weeks student teaching (10–12 hours per week) in a school or program for the visually handicapped. Last eight weeks of semester. With consent of instructor.

By arrangement To be announced

Ed 398 Working with Parents of Severe Special Needs Students (F; 3)

Topics include stages of parental acceptance of handicapping conditions, transfer out of the natural home, chronic sorrow, development of home-based behavior modification programs, and preparation of parents as teachers. A respite care field experience is required of students in the Severe Special Needs program.

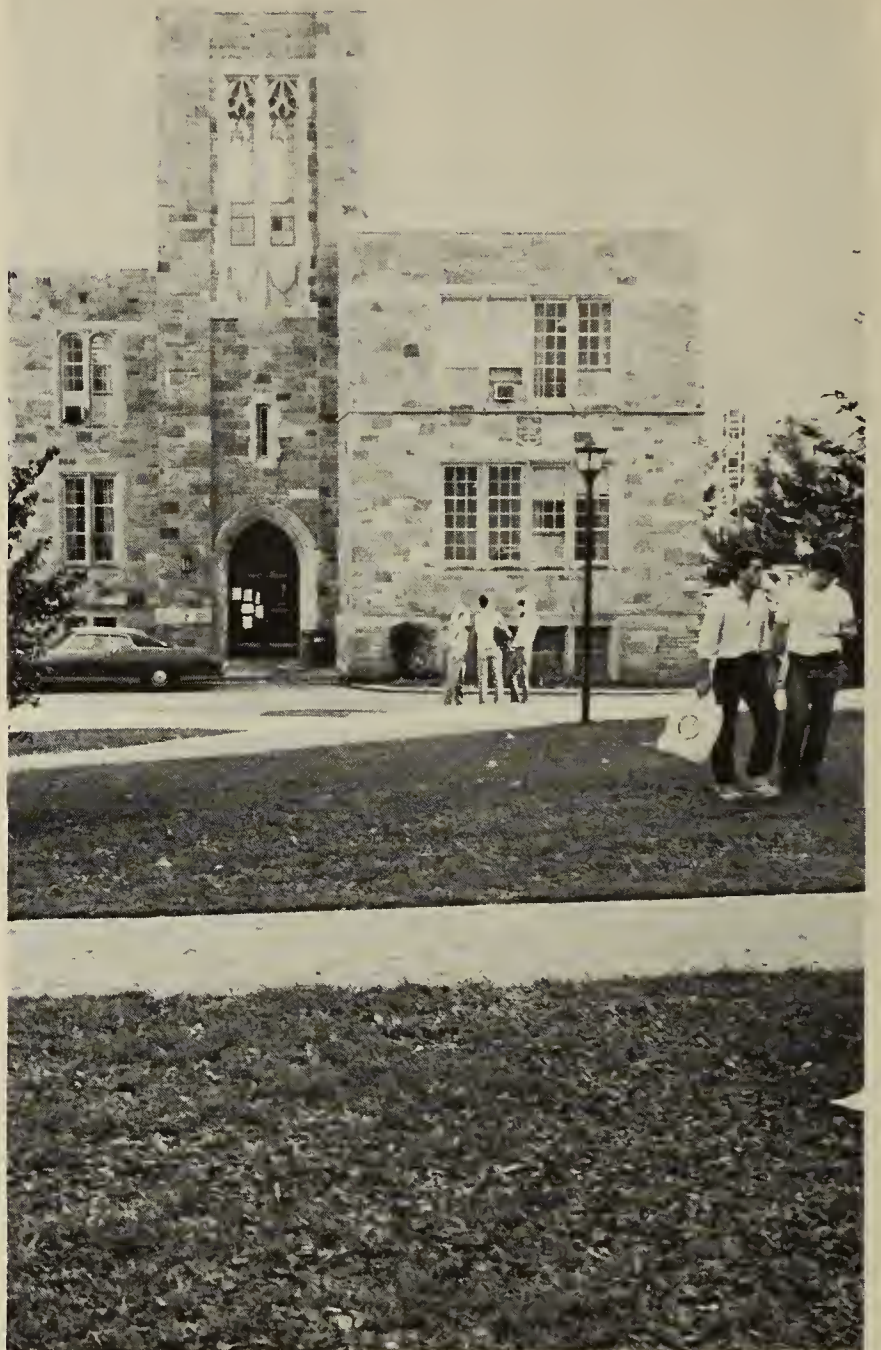
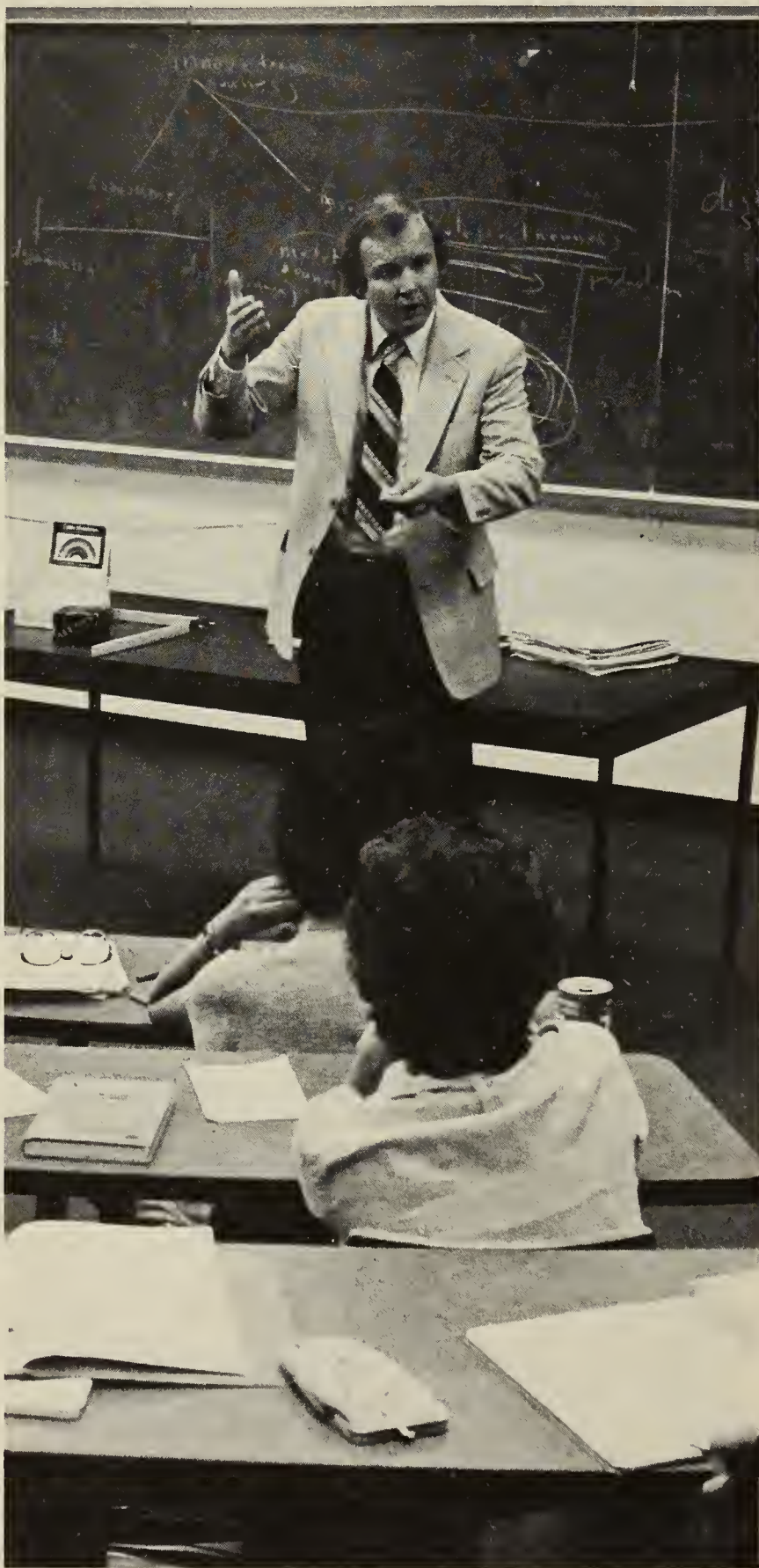
Th., 5:30-7:15 Alec Peck

Ed 399 Career/Vocational Placement and Follow-up Procedures (S; 3)

Procedures for working with employers, securing job placement sites in the community for the handicapped adolescent, and maintenance of those placements through structured follow-up will be implemented through several current procedures appropriate in rural and urban settings. Skills necessary to adapt work stations for the handicapped, evaluate entry level skills for job placement, and conduct follow-up counseling are stressed within the course.

T., 4:30-6:15 The Department

School of Management



School of Management

In order to meet an ever increasing demand for undergraduate liberal and professional education for the modern world of business, the College of Business Administration was inaugurated as an integral part of Boston College in 1938. The first freshman class of the College met in downtown Boston, but a rapid expansion of the program caused the College to be moved out to the Chestnut Hill campus in 1940. Following World War II, the College of Business Administration moved to its own new permanent building—Fulton Hall—which had been especially constructed for it on the main campus with well-equipped lecture halls, conference rooms, and its own large library. In the Fall of 1957 the Graduate School of Business Administration was founded. In October, 1969, the Directors of the University voted to incorporate both schools into a School of Management with an Undergraduate and a Graduate Division. The name School of Management is in itself a reflection of our goals and objectives—to educate the managers and leaders of organizations, whether they be business, government, hospital or education oriented.

Objectives of the School of Management

In recent years, a great deal of attention has been directed toward determining the most effective approach for the education of managers. Perhaps no other segment of the academic community has subjected itself to such penetrating self-analysis. The consequence of this effort is the recognition of the need for professional education based on broad knowledge rather than specialized training. There is a great need for managers who have the necessary psychological attitudes and professional skills to enable them to be effective in a world of change. Imaginative people must emerge who have an interest in processes and a desire to create new forms. If schools of management are to meet these needs, they must provide future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge. Thus, the challenge is in developing competence in the application of professional skills to the solution of the external as well as the internal problems of organizations.

The primary objective of the graduate and undergraduate management programs at Boston College is to provide a broad professional education that will prepare the student for important management positions in business and in other institutions. In the development of persons who will assume significant professional responsibilities, it is absolutely essential that each student gain both an appreciation for the ethical and moral dimension of decision making and an understanding of the Jesuit tradition in this area. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. Toward this end, the undergraduate program of study is designed to accomplish the following goals:

1. Liberal Education: To provide students with a broad educational foundation of course coverage in arts and sciences, including English, mathematics, social sciences, history and the natural sciences.
2. Professional Core: To develop in students a sound background knowledge of the concepts, processes, institutions, relationships, and methods of modern management.
3. Advanced Professional Interest: To allow students the opportunity to explore areas of professional interest through advanced course work in specific professional disciplines.
4. Personal Development: To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible leaders in business and in society.

Requirements for the Degree

The basic requirement for the Bachelor of Science degree is the completion of thirty-eight (38) one-semester, three-credit courses distributed over eight semesters of four academic years with a cumulative average of at least a C- (1.5). Within these thirty-eight courses is the core curriculum of fourteen liberal arts courses required of all students. The remaining twenty-four courses include sixteen management courses, two liberal arts electives and six free electives.

Students are encouraged to use these electives to maintain or develop skills and interest in other areas such as foreign language, music, art etc. Foreign language study is particularly recommended; for example, the Department of Germanic Studies offers the course Gm 005-006 (Elementary Business German) for persons without previous experience with the German language who wish to begin to develop competence with this language (For details see Germanic Studies).

In some cases it is possible to arrange an equivalent major in Arts & Sciences by utilizing free electives. Students interested in completing a major in the College of Arts & Sciences should contact both the School of Management Associate Dean and the Department Chairperson.

Students may not take University Core or School of Management Courses on a Pass/Fail basis; the only courses that are acceptable for Pass/Fail are the Arts & Sciences free electives.

The University Core is customarily taken as shown, as is the School of Management core. However, you should arrange your courses in sequence according to your field of concentration in consultation with your faculty advisor.

Freshman Year

English	English
Mathematics	Mathematics
Natural Science	Natural Science
History	History
Pl 070 Phil. of Person I	Pl 070 Phil. of Person II

Sophomore Year

Ma 021 Financial Accounting	Ma 022 Managerial Accounting
Ec 131 Princ. of Economics—Micro	Ec 132 Princ. of Economics—Macro
Social Science	Social Science
Ec 151 Statistics	Mc 022 Computer Science
Theology	Theology

Junior Year

Arts & Sciences elective	Arts & Sciences elective
Mf 021 Basic Finance	Concentration
Mk 021 Basic Marketing	Elective
Mg 021 Management & Operations	Elective
Mj 021 Introduction to Law	Mb 021 Behavior in Organization

Senior Year

Concentration	Concentration
Concentration	Md 099 Admin. Strategy & Policy
Elective	Elective
Elective	Elective

With the exception of Md 099 Administrative Strategy & Policy, all management core courses must be completed by the end of the Junior year. As of September 1982, Seniors must have taken management core courses in the first three years. Accounting, statistics and economics should be taken by the end of the second year. Beginning in the Spring 1981, Seniors will register for management core courses at the same time as Juniors so that there is no advantage in deferring management core courses beyond Junior year.

The prerequisite for individual courses must be followed:

Example—Financial Accounting Ma 021 before Managerial Accounting Ma 022; Ec 132 Principles of Economics—Macro, Ec 151 Statistics and Ma 022 Managerial Accounting before Management & Operations Mq 021.

Common Body of Knowledge

To provide the student with the common body of knowledge in business and administration, the programs include as part of their course of instruction the following:

- (a) a background of the economic and legal environments of business enterprise along with consideration of the social and political influences on business;
- (b) a basic understanding of the concepts and methods of accounting, quantitative methods, and information systems;
- (c) a study of organization theory, interpersonal relationships, control and motivation systems, and communications;

- (d) a background of the concepts, processes, and institutions in marketing and distribution, production, and financing functions of business enterprise;
- (e) a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

Academic Regulations

Requirement for Good Standing

In order to remain in good standing, a student must maintain a cumulative average of C- (1.5) as the satisfactory standard of scholarship, and have passed at least nine courses by the beginning of the second year, nineteen courses by the beginning of the third year and twenty-nine courses by the beginning of the fourth year.

Failure to maintain this requirement will result in the student being placed on warning or probation, or being required to withdraw from the College.

Course Deficiency

A student who fails or withdraws from a course(s) or who takes less than the normal course load must make up the course(s) by attending summer school at Boston College or at another approved college. Credit for such a course will not be granted unless the consent of the Associate Dean has been previously obtained. Three deficiencies (i.e., grades of W or F) or more in one academic year will result in dismissal from the College.

Class Attendance

Attendance at class is obligatory for all freshmen except those on the Dean's List. The administrative penalty for those with excessive absences is loss of credit for the course(s) involved. Further details concerning this rule will be found in the UNIVERSITY STUDENT GUIDE. Attendance in class for the other years is free and is left to the maturity and responsibility of the individual student; however, certain courses because of their special approach require attendance, e.g. Md 099—Administrative Strategy and Policy.

In cases of prolonged absence due to illness or injury, a student or a member of his or her family should communicate with the Dean of Students and the Associate Dean of the School of Management as soon as the prospect of prolonged or extended absences becomes clear. The academic arrangements for the student's return to classes should be made with the Associate Dean of the School as soon as the student's health and other circumstances permit.

Eligibility of Student Activities

A student who is not in good standing either through a low cumulative average or by incurring failures and/or withdrawals, or who has passed fewer than four courses in the preceding semester, is automatically ineligible to participate in any extracurricular activities or in intercollegiate sports.

Normal Program

The normal program for freshmen, sophomores, and juniors is five courses each semester; for seniors four or five courses.

Acceleration

After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the School of Management to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.0; they will be considered for approval only for exceptional reasons. The University policies regarding accelerated programs, once approved, also require that any courses intended for acceleration must be taken at Boston College and must be authorized by the Associate Dean. Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study. Any overload courses taken for credit will carry an extra tuition charge beginning September 1, 1981. A sixth course may be taken by students who have a cu-

mulative average of B (3.0) and have the permission of the Associate Dean. Course credit will not be granted for students who do not have permission prior to registering for the course. Full time status for a student in any class requires enrollment in at least four courses each semester.

Leave of Absence

A student in good standing who desires to interrupt the normal progress of an academic program and wishes to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar. A leave of absence will not normally be granted to students who expect to do full time academic work at another institution, and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

All students are expected to maintain the highest standards of personal integrity and honor in all their academic activities. Students who violate these standards are subject to disciplinary action by a professor, and may be subject to further action after a hearing by a board of peers and faculty.

An Academic Integrity Board composed of both students and faculty investigates breaches of academic integrity (cheating, plagiarism, etc.) referred by either students or faculty. After reviewing a case the Board makes a recommendation to the Associate Dean who can then take disciplinary action which may include suspension or expulsion.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332.

Beginning with the Class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Special Programs

Management Honors Program

To be considered for admission to the Honors Program, a student must have a Dean's List average for Freshman year, exhibit an ability to work well with others and desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. A brochure giving more complete details regarding requirements and activities will be mailed on request.

Pre-Professional Studies for Law

Although there is no prescribed academic program which can be considered "pre-legal," the School of Management does provide an opportunity for the student to develop analytical powers and a capacity in both oral and written expression in a number of "Case-type" courses.

Of prime importance to the pre-law student, then, is the development of clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social and economic problems related to the administration of justice in modern society.

Through its curriculum, which blends the liberal arts with professional course work, the School of Management offers an ideal opportunity to develop these qualities. In addition, the School of Management staff includes a highly-competent pre-legal advisory counseling group. Together, these provide an excellent preparation for the legally-oriented student.

Loyola Lectures

Throughout the academic year Boston College is the host to national and international authorities not only in business, but in government, literature, religion, the arts, science, human relations and law. The university, the colleges and departments sponsor the visits of the renowned in these fields to give the students an added dimension to their collegiate careers. The School of Management is the sponsor of the Loyola Lecture Series. Each year two national or international figures are invited to the campus for the purpose of stimulating provocative discussions on national and international affairs. Recent speakers included Father Umberto Almazan, Dr. Trần Van Chuong, F. Lee Bailey, Ralph Nader, Jack Anderson, Senator Paul Tsongas, and Ambassador Andrew Young.

Senior Awards and Honors

The Reverend Thomas I. Gasson, S.J. Award: A Gold Medal founded by Boston College for general excellence in all courses of study during the four years in the School of Management.

The Patrick A. O'Connell Marketing Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Marketing.

The Patrick A. O'Connell Finance Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Finance.

The John B. Atkinson Award: Founded by Mr. John B. Atkinson for excellence in all courses studied in the major field of Management.

The Reverend Charles W. Lyons, S.J. Award: A Gold Medal founded by Boston College for excellence in all courses studied in the major field of Accounting.

The Arthur Anderson Award: In Computer Science. Awarded to the student who, by the vote of the Department Faculty, has demonstrated outstanding achievement in the major field of Computer Science.

The James D. Sullivan, S.J. Award: A gift of the Student Senate of the School of Management is awarded to the senior, who, in the judgment of a faculty committee, is outstanding in character and achievement.

The Matthew J. Toomey Award: Is presented annually by Mr. Knowles L. Toomey to honor the outstanding student in the School of Management Honors Program.

The Wall Street Journal Award: A Gold Medal and a year's subscription to the Wall Street Journal given to the senior, who, in the opinion of the faculty committee, has demonstrated outstanding achievement in his or her major field of study.

The William I. Lee Accounting Award: An annual award given by the North Shore Region of the Greater Boston Association of Accountants to a high-ranking senior accounting major.

The Raymond J. Aherne Award: Given annually to the outstanding senior majoring in Finance. The nominees are voted upon by the seniors in the Academy and final selection is made by a student-appointed faculty interviewing committee. The award represents the recognition of one's own peers as being a leader in his or her field.

The James E. Shaw Memorial Award: This award is to a senior in the School of Management who has been accepted to a recognized Law School. This student demonstrates a strong personal interest in the welfare of fellow students. The recipient is selected by a faculty committee of the School of Management.

The Hutchinson Memorial Award: A plaque presented by the American Marketing Association, Boston Chapter, to the outstanding marketing student for academic and extra-curricular achievement.

Accounting

Faculty

Professor Arthur L. Glynn, M.B.A., Boston University; J.D., Boston College Law School; C.P.A., Massachusetts

Associate Professor Louis Corsini, B.S.B.A., M.B.A., Boston College Law School; Ph.D., Louisiana State University; C.P.A., Massachusetts

Associate Professor Christopher J. Flynn, A.B., Boston College; A.M., Boston University; L.L.B., Boston College

Associate Professor Ronald Pawliczek, B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Associate Professor Frederick J. Zappala, Chairman of the Department
B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A., Massachusetts

Assistant Professor J. Stephen Collins, B.A., Boston College; M.S., Northeastern University; Ph.D., Boston College

Assistant Professor William A. DeMalia, B.S.B.A., M.B.A., Boston College; C.P.A., Massachusetts

Assistant Professor Stanley J. Dmohowski, B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

Assistant Professor Hans E. Klein, B.S., M.S., D.B.A., University of Kentucky

Lecturer William J. Horne; B.A., A.M., Boston College

Lecturer John L. Zimka, B.A., A.M., New York University

Program Description

The curriculum for students who concentrate in Accounting is designed to provide them with a broad understanding of theory and the techniques of Accounting. The comprehensive training offered in Accounting is aimed at preparing students for executive positions in business or government, such as that of controller, chief accountant, internal auditor or budget director.

Courses Required for a Concentration

Junior Year

- Ma 251 Intermediate Accounting I
- Ma 252 Intermediate Accounting II
- Ma 355 Cost Accounting

Senior Year

- Ma 604 Financial Accounting Theory

C.P.A. Requirements

For those students who intend to practice as Certified Public Accountants, a special program should be followed to meet the requirements of the particular state statute covering C.P.A. Some states require a total of 120 credit hours even though degree requirements may be less for particular educational institutions. The recommended program is as follows:

Junior Year:

- Ma 251 Intermediate Accounting I
- Ma 252 Intermediate Accounting II
- Ma 355 Cost Accounting
- Mj 151 C.P.A. Law

Senior Year:

- Ma 361 Advanced Accounting I
- Ma 362 Advanced Accounting II
- Ma 363 Tax Accounting
- Ma 364 Auditing
- Ma 604 Financial Accounting Theory

The following course is also recommended:

- Ma 605 Computer Based Accounting Systems

This course may only be taken with permission of the Department Chairperson.

Course Offerings

Ma 021 Financial Accounting Information Systems (F, S; 3, 3)

This course deals with the formal financial accounting information processing system, the end products of which are the various financial statements presented to investors, creditors, and other parties. Accounting procedures are studied from the standpoint of providing the important tools for subsequent analysis of the financial statements.

The Department

Ma 022 Managerial Accounting (F, S; 3)

This course stresses the usefulness of accounting data as it relates to the managerial decision-making process, within the broad objectives of planning, control and analysis. Among the multi-faceted areas of study are financial statement analysis, budgeting, standard cost analysis, and capital expenditure planning and control. *The Department*

Ma 251 Intermediate Accounting I (F; 3)

Emphasis is placed on the application of accounting theory to practice problems in order to develop financial statements of proper form and content. The relationship between various financial statements is constantly reaffirmed. Asset items of the balance sheet are treated comprehensively. *The Department*

Ma 252 Intermediate Accounting II (S; 3)

During the second semester liabilities, reserves, funds and stockholders equity items are thoroughly treated. Presentation is made of the analysis of financial statements through the use of the ratio method and the consequent critical appraisal attendant upon this method of analysis is stressed. *The Department*

Ma 355 Cost Accounting (F, S; 3)

The control aspects of material, labor and overhead accounting are stressed. The course covers such areas as job and process costs, standard costs, direct costing, marketing costs, costs in decision-making, capital budgeting and profit planning. *Stanley Dmohowski*

Ma 361 Advanced Accounting (F; 3)

This course includes accounting problems involved in the preparation of consolidated financial statements and in home and branch office relationships. Mergers and pooling problems are stressed. Special problems in fund and budgetary accounting for government entities are covered. *The Department*

Ma 362 Advanced Topics (S; 3)

The purpose of this course is to present to the student a number of special problem areas not covered in other courses. Topics such as accounting for partnerships, not-for-profit organizations, foreign exchange and the activities of multi-national corporations are covered. In addition, special emphasis will be directed towards presenting the issues and challenges which the accounting profession is presently addressing. *The Department*

Ma 363 Tax Accounting (F, S; 3)

This course considers the Massachusetts and Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. An intensive series of practical problems covering concrete situations illustrates the meanings of the laws. Consideration is given to the economic and historic viewpoints. A study is made of federal estate, gift and excise laws and state inheritance and excise tax laws. *Arthur L. Glynn*

Ma 364 Auditing (F, S; 3)

This course presents both the theory and the procedure of auditing. The subjects covered include various types of audits, the preparation of working papers and reports, the relationship with the client and professional ethics. The materials used are practice sets, problems and the actual books of business organizations that have ceased operations. The course offers an opportunity to become acquainted with various classes of enterprise and provides a test under conditions which correspond to those met in practice. The student receives individual instruction on assignments. *The Department*

Ma 399 Research Seminar (F, S; 3)

Research is carried on under the guidance of members of the accounting Department. The focus of the course is on investigations in the field of accounting and related subjects.

Ma 601 Cost Administration and Profit Analysis (S; 3)

This course will begin with a review of the accounting flow in the manufacturing firm with emphasis on preparation and analysis of variances. Budgeting will be studied in detail. The emphasis here will be on preparation of those schedules and financial statements used by management. In the study of decentralization and measurement of performance the emphasis will be on the preparation of meaningful statements that aid management in its evaluation of segments of the firm. Inventory models and inventory control will be

studied. Quantitative techniques and methods used in conjunction with accounting data will be explored. *Ronald B. Pawliczek*

Ma 603 Financial Accounting: Principles and Practice I (F; 3)

This course will review the principles prevailing in the practice of contemporary accounting and the art of applying these principles, with particular emphasis on areas assuming high current significance. The major objective of the course will be to provide the student with a full understanding of the nature of accounting statements, and to develop in the student an appreciation of the problems involved with recording complex transactions arising in an economic environment. *Louis S. Corsini*

Ma 604 Financial Accounting Theory (S; 3)

This course will review generally accepted accounting principles currently in effect. This will include the Accounting Research Bulletins, the Opinions and Statements of the Accounting Principles Board and the Statements of the Financial Accounting Standards Board. The students will also do a comparative study of normative theories in order to comprehend the possible alternatives and the limitations of normative theories. The objectives of the course are twofold: first to prepare the student for the theory portion of the CPA examination, and second, to provide the student with a general frame of reference from which he can critically evaluate the codified body of generally accepted accounting principles. *The Department*

Ma 605 Computer Based Accounting Systems (F, S; 3, 3)

The purpose of this course is to develop in the student an ability to deal with complex issues involved in the application of accounting systems to computers. The methodology includes: lectures; textual assignments; frequent tests of knowledge acquired; outside readings; and guest lectures from industry and the auditing profession. A field research report is required, during which each student will study and report upon a currently operating computer-based accounting system. These applications include: payroll; accounts receivable; inventory control; order-writing; general ledger; financial planning models; and the like. One of the major objectives of the course is to provide a facility with the language of the computer technologist as it applies in the accounting profession. The core courses in: Accounting, Finance, Computer Science, and Economics are assumed. *William J. Horne*

Administrative Sciences

Faculty

Visiting Professor Thomas W. Dunn, B.A., M.A., D.B.A., Harvard University

Professor Walter H. Klein, B.S., M.B.A., Ph.D., University of Pittsburgh

Professor John E. Van Tassel, B.S.B.A., A.M., Boston College; Ph.D., Harvard University

Associate Professor Mary L. Hatten, A.B., Rosary College; M.S., Ph.D., Purdue University

Associate Professor David C. Murphy, Chairman of the Department B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Assistant Professor Robert M. Brown, A.B., Franklin & Marshall College; M.B.A., Northeastern University; Ph.D., Univ. of Wisconsin

Assistant Professor James F. Halpin, S.J., A.B., A.M., M.S., Boston College; S.T.L., Colegio de San Francisco de Borja; Barcelona; S.T.D., Gregorian University

Assistant Professor Joseph A. Raelin, A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Instructor Robert D. Wright, A.E.E., Northeastern University; M.S., Worcester Polytechnic Institute; M.Eng., M.B.A., D.B.A. (cand.) Boston University

Lecturer R. Jeffery Ellis, B.S., University of Nottingham; M.S., Salford University; Ph.D. (cand.) Cranfield Institute of Technology

Program Description

The Administrative Sciences Department offers programs in Quantitative Analysis and Strategic Management. A concentration in Quantitative Analysis is offered at both the graduate and undergraduate levels in conjunction with the Computer Sciences Department. Interested students should refer to Management: Quantitative Analysis. A graduate concentration in Strategic Management is offered which includes, for those so inclined, an option in Public Management. Undergraduates interested in pursuing studies in Strategic Management may do so within the General Management concentration.

Course Offerings

Md 099 Administrative Strategy and Policy (F, S; 3)

Prerequisite: Successful completion of SOM professional core and senior standing.

This course focuses on the study of the administrative process as organizational guidance from a top-management perspective. This involves the nature, formulation, and implementation of strategy and policy; the necessity of, and problems resulting from functional integration and human interaction; the planning, organizing, and controlling processes; the evaluation of risks and alternatives; and administrative philosophies and ideologies. Considerable emphasis is placed on student participation through class discussion, and on the development of administrative skills. *The Department*

Md 122 Managing Complex Organizations (F, S; 3)

Managing is deciding. This course utilizes decision making as the integrative, conceptual framework for an introductory study of management. The modern organization is viewed as a complex information-decision system in which decision making represents the focus of the manager's activity. Various historical approaches to management, such as the classical, behavioral, and quantitative, are explored and integrated within this framework. Careful attention is given to various modes for making different kinds of managerial decisions and the analytical, human, and conceptual skills needed to make these decisions. Ample opportunity is provided to apply the knowledge and develop the skills by way of case analysis, problem solving and decision making exercises, role playing, and individual and group projects. *Walter H. Klein*

Md 160 Ethical Issues in Management (F, S; 3)

This course will deal with ethical theory within a management context. The subject matter and the format of the course are designed to 1) stimulate the moral imagination, 2) recognize moral issues, and 3) develop analytical skills and the ability to use them in the moral decision-making process. In keeping with these objectives, our approach will be part lecture and part discussion, with attention to both general theory and concrete cases. Areas to be covered comprise: the American business system, social value systems, individual and organizational behavior, conventional morality and ethical relativism, ethical theories, theories of economic justice, corporate responsibility, the limits of law, self-regulation and government regulation, institutionalizing social responsibility, ethics and the policy process. *James Halpin, S.J.*

Md 299 Independent Study (F, S; 3)

Prerequisite: Senior standing, consent of department chairperson. The student works under the direction of an individual professor. By arrangement *The Department*

Md 390 Small Business Management Strategy (S; 3)

Prerequisite: Senior standing and satisfactory completion of the SOM professional core.

The purpose of this course is to provide a viable alternative for those students who are likely to enter small or new businesses rather than those of a large or established nature. It emphasizes a major consulting project (selected by the student from a varied group) for a small firm or organization (profit or non profit), which is done in small group teams working with the instructor. Class meetings are held in each of the major functional areas to transpose what has been learned in the functions to the needs of small business. Class discussions of team findings are held in the latter part of the course to help the teams prepare for their verbal and written reports to their respective clients. *Thomas W. Dunn*

Business Law

Faculty

Professor William B. Hickey, Chairman of the Department
A.B., J.D., Boston College; M.Ed., Boston State Teachers College; LL.M., Boston University Law School

Professor Frank J. Parker, B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

Professor David P. Twomey, B.S., J.D., Boston College; M.B.A., University of Massachusetts

Associate Professor Vincent A. Harrington, A.B., M.B.A., Harvard University; J.D., Boston College

Associate Professor Alfred E. Sutherland, B.S., A.M., J.D., Boston College

Course Offerings

Mj 021 Law I—Introduction to Law and Legal Process (F, S; 3)

An introduction to law, legal institutions, and the legal environment of business. A study of the United States Constitution, common law, and statutes as sources of law. A study of courts, quasi-courts and administrative agencies as remedial agencies. The substantive law of contracts. *The Department*

Mj 022 Law II—Business Law (F, S; 3)

Prerequisite: Mj 021

A study of the substantive law of sales, partnerships, corporations, trusts, commercial paper, and proprietorships.

*William B. Hickey
David P. Twomey*

Mj 147 Constitutional Law (F, S; 3)

A study of the United States Constitution, the nature of the Court, the history of the Court, the members of the Court, and the role of the Court in shaping social, economic and political policy.

William B. Hickey

Mj 148 International Law (F, S; 3)

The purpose of the course is to provide the student with an understanding of the basic legal relationships among individuals, business enterprises and governments in the world community. The course examines the nature and historical sources of international law, treaties, international organizations including the United Nations and the European Economic Community, and the rights and duties of diplomatic and consular officials. *Alfred E. Sutherland*

Mj 151 C.P.A. Law (F, S; 3)

A general review of the law of contracts, negotiable instruments, partnerships, corporations, sales, bailments, wills, trusts and estates, bankruptcy and other matters of particular interest to those who are preparing for C.P.A. examinations. *Susan Cote*

Mj 152 Labor Law (F, S; 3)

Introductory considerations pertaining to organized labor in our society. Examination of the processes for establishing collective bargaining, including representation and bargaining status under the National Labor Relations Act. Class discussion of the "leading" cases relevant to the legal controls which are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. Students are required to submit a research paper on a current Labor Law topic. *David P. Twomey*

Mj 154 Insurance (F, S; 3)

This course is designed to indicate how insurance is used in modern business and in one's personal life to meet the economic demands made upon the thinking man in our society. One-third of the course deals with life insurance, one-third in property insurance and one-third in liability insurance. It is taught from the point of view of a potential buyer who is trying to solve a given problem, and who realizes that the answer may lie in insurance, mutual funds, etc.

*Frank J. Parker, S.J.
Vincent A. Harrington*

Mj 156 Real Estate (F, S; 3)

This course is designed to show the student the opportunities in real estate as an investment, to show how a potential investor should buy, hold and sell real estate and other property. Tax aspects and legal aspects are stressed as well as the "how-to-do-it" approach. It is compared and contrasted with other investments such as mutual funds, dollar-averaging, etc.

Vincent A. Harrington

Richard J. Monahan

Frank J. Parker, S.J.

Mj 161 Law of Business Organizations (F, S; 3)

The course examines the legal aspects of the modern business corporation involving a comparative study of partnerships, trusts, and other unincorporated associations. The course treats of the formation of a corporation, the issuance and transfer of securities, corporate powers, the duties of directors, voting trusts and the impact of SEC and tax legislation.

Alfred E. Sutherland

Mj 625 International Organizations and Multinational Corporations (F; 3)

The course considers the legal and economic aspects of various international organizations including the World Bank, the International Monetary Fund and the General Agreement on Tariffs and Trade (GATT). The greatly expanded role of the Office of the Special Trade Representative, which under the recently enacted Multilateral Trade Act is charged with the responsibility for coordinating all governmental departments and agencies, will be examined closely. Selected case histories of multinational corporations will be analyzed in the economic setting of the world community.

Alfred E. Sutherland

Mj 631 African Business Environment (F; 3)

Area of survey of political, economic, physical, legal, cultural, and religious influences which affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

Frank J. Parker, S.J.

Computer Science

Faculty

Professor Richard B. Maffei, B.S., Massachusetts Institute of Technology; M.B.A., Ph.D., University of Pennsylvania

Associate Professor James Gips, Chairman of the Department
S.B., M.I.T.; M.S., Ph.D., Stanford University

Associate Professor Peter Kugel, A.B., Colgate University; Ph.D., Harvard University

Associate Professor C. Peter Olivieri, B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Associate Professor Michael W. Rubin, B.S., M.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Assistant Professor Michael R. Dunlavy, B.S., M.S., Massachusetts Institute of Technology; Ph.D., Georgia Institute of Technology

Assistant Professor William T. Griffith, B.S., St. Joseph's College; A.M., Ph.D., Boston College

Instructor Henry H. Leitner, B.S., Brooklyn College (CUNY); A.M., Harvard University; Ph.D. (cand.), Harvard University

Instructor Ruth Palaszewski, A.B., Hofstra University; A.M., Ph.D. (cand.), New York University

Program Description

The Computer Science curriculum is designed to provide interested students with an opportunity to advance their knowledge, understanding and skills in a rapidly advancing discipline. In recent years the computer and its associated technology has found its way into many realms of human endeavor and has even begun to shape those endeavors. The computer's seeming omnipresence makes it worthy

of study, but equally important is the observation that computer processes are, in great measure, fundamentally new. The unique potential of computer techniques has created a social need for computer applications, systems and services. In addition, complex decision problems in a variety of organizational settings lend themselves nicely to quantitative methods rendered practical through the power of information processing technology.

The Computer Science Department at Boston College has three principal functions. First, it provides introductory computer science courses to all segments of the university with special attention given to the School of Management Core Curriculum. Second, it provides advanced courses in Computer Science to those students interested either in entering the computer field upon graduation or in pursuing advanced degrees in Computer Science. Third, in association with the Administrative Sciences Department it provides courses in Quantitative Analysis.

Beginning in 1981, a major in Computer Science will be offered jointly with the Mathematics Department through the College of Arts and Sciences. A description of the major appears in the Arts and Sciences section of this Bulletin. Students in the College of Arts and Sciences also have the option of taking the courses required for a concentration in Computer Science and having a notation to that effect appear on their transcript. Interested students should see the Chairman of the Computer Science Department.

Courses Required for a Concentration

Mc 350 Structured Programming

Mc 365 Systems Analysis

Mc 400 Business Systems

Mc 452 Computer Organization and Assembly Language

The student may take these courses at any time if individual prerequisites have been fulfilled. Students are encouraged to distribute their courses in this area so that each semester might provide for a sampling of other areas in the University. As Mc 350 Structured Programming is a prerequisite for most other courses, it should generally be taken no later than the first semester of the Junior Year. Those students desiring preparation in greater depth, as might be required if further graduate training is anticipated or if programming is a definite career choice, should plan on taking at least two further electives in the area.

Elective Offerings

Mc 402 Artificial Intelligence

Mc 404 Machines and Languages

Mc 406 Data Structures

Mc 460 Compilers

Mc 470 Operating Systems

Mc 480 Topics in Computer Science

Mc 670 Technology and Culture

Related courses are also offered in Accounting (Ma 605), in Quantitative Analysis (for example, Mq 250, Mq 604, Mq 605, Mq 606), and in the Mathematics Department (Mt 460, Mt 461, Mt 462, Mt 463).

Course Offerings

Mc 022 Introduction to Computer Science (F, S; 3)

How can we use the computer to solve problems? What types of problems are amenable to a computer solution? This course is an introduction to the structure, concepts, and use of computers. The student will learn how to program in the BASIC language. Emphasis will be placed on learning what a computer can and ought to do and on how to make effective use of the computer. There are no prerequisites. Students with prior programming experience should enroll in Mc 350.

The Department

Mc 299 Independent Study (F, S; 3)

The student works with an individual professor on a mutually agreed upon topic. An oral and written presentation is required.

By arrangement

The Department

Mc 350 Structured Programming (F, S; 3)

Prerequisite: Mc 022 or some programming experience

The main purpose of this course is to develop a systematic, well-disciplined, approach to computer programming. Students will also learn how to use the PASCAL language.

The Department

Mc 365 Systems Analysis (F, S; 3)

Prerequisite: Some facility and experience with at least one computer language.

This course teaches the student how to analyze the structure and flow of information in organizations like businesses and hospitals as well as how the computer itself as a system structures and processes information on the instruction and circuit level. Accessing methods and disk processing will be presented.

Peter Olivieri
William Griffith
Ruth Palaszewski

Mc 400 Business Systems (F, S; 3)

Prerequisite: Mc 350 or permission of the instructor.

This course will cover the concepts of selecting storage media (such as tape or disk files) and the structure, design and organization of files. The course material will include sequential, direct, and indexed sequential file organization. COBOL (Common Business Oriented Language) is the most widely used programming language in the business community. This course offers the student the opportunity to become proficient in this language.

Peter Kugel
Peter Olivieri
Ruth Palaszewski

Mc 402 Artificial Intelligence (S; 3)

Prerequisite: Mc 350 or permission of the instructor.

The field of Artificial Intelligence is concerned with programming computers to do things that require intelligence when done by people. The student will learn about programs that hold conversations in English, play chess, solve problems, and about recent efforts to construct computer-controlled robots. Emphasis will be placed on the programming techniques underlying these systems and on the question of whether or not there are limits on the intellectual capabilities that can be programmed into a computer.

The Department

Mc 404 Machines and Languages (S; 3)

Prerequisite: Mc 022 or equivalent.

This course is an introduction to the theory of computation and its application to the design of computers and computer languages.

The theory of computation studies the scope and limits of the computing process. This course will deal with some of the things that computers can and cannot do from a strictly theoretical point of view. It will focus on the kinds of languages computers can and cannot understand. The aim of the course is to enable the student to understand the theoretical limits of computers and enough about the structures that have been developed by theorists so that he or she can deal with some of the basic issues in the design of computers and computer languages.

James Gips
Peter Kugel

Mc 406 Data Structures (F; 3)

Prerequisite: Mc 350 or equivalent

This course provides the necessary framework for more effective and efficient usage of modern storage structures by concentrating on the logical design of such structures and not on any particular physical implementation of such structures. The course begins with a consideration of the basic static storage structures which are commonly implemented in algebraic programming languages. Next we consider structures which have limited potential for change on their periphery (i.e., stacks, queues and deques). This is followed by a more extended treatment of dynamic structures (i.e., trees, graphs and linked lists). The final part of the course involves consideration of what might be termed applications: sorting, strings, data searching, file structures, storage allocations, garbage collections and data management.

Michael Dunlavey
Peter Kugel

Mc 452 Computer Organization and Assembly Language (F, S; 3)

Prerequisite: Mc 350 or equivalent

In order to make effective use of the computer, it is important to understand its basic organization and structure and how it actually follows instructions. This course is designed to introduce the student to basic computer programming. A particular computer and assembly language will be used extensively to illustrate the concepts being taught and to give the student ample assembly language programming experience. Various computers with different types of organization and instructions will be compared. Additionally, the functions and

characteristics of important kinds of systems software will be described.

James Gips
William Griffith
Henry Leitner

Mc 460 Compilers (F; 3)

Prerequisite: Mc 350 and Mc 452

Compilers are computer programs that analyze programs written in high-level languages (e.g., PASCAL, COBOL, BASIC) and translate them into lower-level forms amenable to execution by computer hardware. This course has three main objectives: (1) to teach students how to write compilers, (2) to teach students how to write large programs (a compiler being a good example of a large program with many parts), and (3) to teach students what is involved in the design of computer languages so that they may more readily learn (or design) new ones.

Michael Dunlavey
James Gips
Peter Kugel

Mc 470 Operating Systems (S; 3)

Prerequisite: Mc 350 and Mc 452

A vital part of every computer is the operating system. The operating system is a large program that, among other tasks, controls access to the computer, determines who gets service next, stores and retrieves files, and allocates resources such as primary memory, disk space, and input-output equipment. This course is an introduction to the design and implementation of operating systems.

Michael Dunlavey
William Griffith

Mc 480 Topics in Computer Science (F, S; 3)

Prerequisites: Mc 350

An in-depth treatment of some area of Computer Science not covered by the regular curriculum. A different topic will be offered each term: check with department for details.

Topics will be drawn from faculty research areas, current developments in the field, and student interests. Possible subjects include: programming languages (theory, design, comparative study, or history); structure and management of large programming projects; data base management systems; microcomputers; advanced topics in computer organization; graphics; natural language processing; programming with symbolic expressions.

This course may be taken up to two times for credit.

May be offered either term.

The Department

Mc. 670 Technology and Culture (F; 3) or (S; 3)

This course examines the philosophical, psychological, social, legal and economic sources, impact and direction of modern technology. Attention will focus upon the effects on the individual, society in general and on organizations. The student should expect to raise and analyze significant issues in these areas. A person taking this course should have at least an elementary understanding of some aspect of applied modern technology (e.g. computers, mass communications, etc.), and an interest in where society is and is going in virtue of this burgeoning technology.

William Griffith

Economics

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. Required courses in micro theory and macro theory build on the analytical foundations developed in Principles of Economics, and electives permit further study in a wide range of fields. Electives include money and banking, economic development, international trade and finance, labor, economic history, consumer economics, capital theory, econometrics, industrial organization, Soviet economics, comparative systems, political economics, and public finance. The major provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. The required courses in micro and macro are offered both semesters and may be taken in either order.

Course descriptions for Economics can be found in the Arts and Sciences section of this Bulletin.

Junior Year

First Semester

Microeconomic Theory 201 or 203

Second Semester

Macroeconomic Theory 202 or 204

Senior Year

First Semester

Economics Elective

Second Semester

Economics Elective

Finance

Faculty

Professor Walter T. Greaney, Jr., Chairman of the Department
A.B., Boston College; J.D., LL.M., Boston University; A.M., Ph.D.,
Harvard University

Professor Mya Maung, A.B., Rangoon University; A.M., University
of Michigan; Ph.D., Catholic University

Professor Jerry A. Viscione, B.S., Boston College; M.B.A., A.M., Ph.D.,
Boston University

Associate Professor George A. Aragon, A.B., University of California
at Los Angeles; D.B.A., Harvard University

Associate Professor John G. Preston, B.A.Sc., University of British
Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Assistant Professor Gail Y. Chu, B.S., University of Pennsylvania;
M.B.A., University of California; Ph.D., University of Washington

Assistant Professor Hassan Tehranian, B.S., Iranian Institute of Ad-
vanced Accounting; B.M.A., Ph.D., University of Alabama

Assistant Professor Ruben C. Trevino, B.S., M.A., Instituto Tecno-
logico de Monterrey; M.S., Georgia Institute of Technology; Ph.D.,
University of Alabama

Lecturer Matthew L. Herz, B.S., Tufts University; M.B.A., Boston
College; Ph.D., University of Rhode Island

Lecturer Lawrence H. Marino, B.S., Boston College; M.B.A., Boston
University

Lecturer Paul Slaggert, B.B.A., University of Notre Dame; M.B.A.,
Boston College

Program Description

The purpose of Finance is to provide the opportunity for the devel-
opment of (1) an ability to correctly identify financial problems, (2)
a skill for conceiving alternative courses of action, and (3) the cul-
tivation of the judgment required to balance the varied consequences
of these alternatives in the formulation of the final decision.

There are many ways to describe the finance function. One means
of providing an insight into the full scope of this area is to overview
the capital markets and examine the roles of the participants.

In a very general way the role of the capital markets is to bring
those who have funds (savers) together with those who need funds
for investment in assets that will produce goods and services.

Given this framework, the finance function can be viewed as sep-
arate units of study in the following manner—Capital and Money
Markets; Management of Financial Institutions; Corporate Financial
Management; Investment Management and Security Analysis; Finan-
cial Management of Governments and Not for Profit Organizations;
International Finance.

Finance majors are required to take the following:

1. Financial Analysis and Management—Mf 127
2. Financial Policy—Mf 225
3. One of the following three courses:
 - a. Money and Capital Markets—Mf 132
 - b. Investments—Mf 151
 - c. Management of Commercial Banks and Other Financial
Institutions—Mf 159

4. A minimum of one other finance course from the group in num-
ber 3 above or the other electives of the Finance Department
which are listed below:

- a. Portfolio Analysis and Management—Mf 152
- b. Financial Management of Governments and Other Related
Public and Private Institutions—Mf 165
- c. Tax Factors in Business Decisions—Mf 167
- d. Finance Seminar—Mf 205
- e. Financial Management of Multinational Corporations—Mf
230
- f. Individual Directed Study—Mf 299

Course Offerings

Mf 021 Basic Finance (F, S; 3)

Prerequisite: Ma 021

This is a course designed to survey the areas of corporate financial
management, money and capital markets, and financial institutions.
Corporate finance topics include the time value of money, the cost
of capital, capital budgeting, financial analysis and working capital
management. Financial markets and institutions covers the role of
financial intermediaries and instruments as they function in a com-
plex economic system. The teaching method will be a combination
of lectures, problems, and case discussions.

Gail Chu

Matthew Herz

John G. Preston

Hassan Tehranian

Ruben Trevino

Jerry A. Viscione

Mf 127 Financial Analysis and Management (F, S; 3)

Prerequisite: Mf 021

This course is designed to teach the techniques of financial analysis
and the management of a firm's sources and uses of funds. Topics
treated intensively include financial statement analysis, techniques
of financial forecasting, operating and financial leverage, working
capital management, capital budgeting, leasing and long term finance.
The teaching method will be a combination of lectures, problems and
cases.

Jerry A. Viscione

Mf 132 Money and Capital Markets (F, S; 3)

Prerequisite: Mf 021

This course is designed to teach the students the nature, roles and
functions of financial markets and other institutions in the context
of funds flows. It deals with the process of funds transfers (financial
intermediation) of various financial institutions historically and
analytically.

Mya Maung

Paul Slaggert

Mf 151 Investments (F, S; 3)

Prerequisite: Mf 021

The course introduces the student to the process of investing in fi-
nancial securities. The functioning of financial markets and the ana-
lyzing of various investment media receive primary attention.
Subsidiary topics include setting investment objectives, sources of
investment information, and portfolio theory. Each student is re-
sponsible for a written analysis of the securities of a major
company.

Hassan Tehranian

Ruben Trevino

Mf 152 Portfolio Analysis and Management (S; 3)

Prerequisites: Mf 021; Mf 151 (Investments is strongly recommended)

This course acquaints the student with the conceptual and technical
foundations of modern investment analysis. The principal emphasis
of the course will be the application of these analytical tools to the
management and evaluation of investment activity in a wide variety
of settings, including portfolios of financial institutions, personal
investment choices of individuals and asset selection by non-finan-
cial corporations. Use of the computer and case method may be
required.

Hassan Tehranian

Mf 159 Management of Commercial Banks and Other Financial Institutions (S; 3)

Prerequisite: Mf 021

This course is intended to provide the student with an introduction
to and a perception of the management of banks and other key fi-

financial institutions. The factors that influence the management of these institutions will be examined. Flow of Funds statements and the effects of interest rate changes will be studied. Specific topics that are covered are the management of bank reserves, and the cash position and portfolio and loan management for the several types of financial firms such as Commercial Banks, Savings Banks, Insurance Companies, Pension Funds, Mutual Funds, Credit Unions and Investment Banks.
Walter T. Greaney

Mf 165 Financial Management of Governments and Other Related Public and Private Institutions (F; 3)

Prerequisite: Mf 021
This course is concerned with the methods by which federal, state and local governments and other related public and not-for-profit private institutions finance themselves and deliver their services. An analysis is made of the borrowing and taxing capabilities of the several levels of government. Debt and capital sources of funds for the related institutions are also examined. Thereafter, an in-depth examination is made of the traditional and emerging budgetary processes used to plan and select priorities for expenditures. This is followed by a consideration of the financial management of some of the functions performed by these units. Emphasis is on current areas of public concern.
The Department

Mf 167 Tax Factors in Business Decisions (F; 3)

Prerequisite: Mf 021
This course examines the impact of the federal, state and local tax structures on the making of business decisions. Corporations, Partnerships, Sole Proprietorships and other business forms are looked at in detail. Specific topics that are covered are income taxes, capital gains and losses, contributions, capital structures, dividend policy, distributions of property, reorganizations, estate and gift taxes, and tax planning. The teaching method will be a combination of lectures, problems, and case discussions.
Walter T. Greaney

Mf 205 Finance Seminar (S; 3)

Prerequisites: Mf 021; Mf 127; Mf 132 and permission of instructor.
This course permits a limited number (15) of Senior finance majors to study some of the modern techniques and more advanced theories of Finance. Each participant will be expected to:

1. Perform extensive research in an area.
2. Present a written report and give an oral presentation of his/her report.
3. Complete some directed readings which may be part of the seminar.

The subjects covered are determined by the participants in cooperation with the instructor. The grades will be based on the instructor's evaluation of all phases of the Seminar. The Department

Mf 225 Financial Policy (F, S; 3)

Prerequisite: Mf 127
The initial phase (approximately first 40%) of this course extends Mf 127's treatment of a firm's investment, financing, and dividend decisions. Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. Although some cases may be employed during this segment, emphasis will be on lectures, readings, and problems. The second phase will deal almost exclusively with cases designed to provide an opportunity to: (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; (5) show the relationship between finance and other management functions.
John G. Preston

Mf 230 Financial Management of Multinational Corporations (S; 3)

Prerequisite: Mf 021
This course is designed to familiarize the student with financial management problems and opportunities in a multinational corporation. Topics such as sources and uses of funds, working capital management, and capital budgeting are all discussed in light of such multinational complexities as foreign exchange risk, multiple legal and political jurisdictions, and differential government and environmental constraints. The financial instruments of trade are also studied. Lecture, class discussion, problems, and cases will be employed.
Gail Y. Chu

Mf 299 Individual Directed Study (F, S; 3)

Prerequisites: Permission of the faculty member and the Department Chairman to a student of Senior status in the school of Management. This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to the student who has demonstrated (1) an extremely strong interest in some particular area of Finance, and (2) a strong self-motivation and self-discipline in previous studies. It is expected that the student will present the results of research to a faculty group of the Department towards the end of the semester. The permission of the Department Chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.
Walter T. Greaney

General Management

A brief statement of the purpose of management education might be to improve the levels of management performance in all sectors of society so that man can live a better and safer life and a more self-fulfilling one. Within this broad framework the purpose of the General Management concentration is to provide an avenue for the pursuit of cross-disciplinary studies of management, within the context of an integrated and rigorous curriculum.
Students might decide to choose to concentrate in this area for either of the following reasons:

1. A desire to pursue a cross-disciplinary approach to Management.
2. A desire to pursue key management courses in sufficient depth to attain proper coverage of required subject matter generally included in M.B.A. core courses.

For additional information or assistance, contact the General-Management Coordinator through the office of the undergraduate dean.

Courses Required for a Concentration

Track A. Choose two areas. Within each area there is one required course and the option for one elective.	Track B. Choose the required course from each of four areas:
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Required Course		Electives	
		Accounting	
Ma 251	Intermediate Accounting	None	
Ma 252	Intermediate Accounting		
		Computer Science	
Mc 350	Structured Programming	Mc 365	Systems Analysis
		Mc 400	Business Systems
		Mc 452	Computer Organization
		Finance	
Mf 127	Financial Analysis and Management	Mf 132	Money and Capital Markets
		Mf 151	Investments
		Mf 152	Portfolio Analysis and Management
		Mf 159	Management of Commercial Banks and Other Financial Institutions
		Mf 165	Financial Management of Governments and Other Related Public and Private Institutions
		Mf 167	Tax Factors in Business Decisions
		Mf 225	Financial Policy
		Mf 230	Financial Management of Multinational Corporations

Marketing

Mk 253	Basic Marketing Research	Mk 152	Consumer Behavior
	or	Mk 154	Communication and Promotion
Mk 256	Applied Marketing Management	Mk 155	Sales Management
		Mk 158	Product Planning and Strategy

Organization Studies/Human Resources Management

Mb 110	Personnel Management	Mb 116	Industrial Relations
		Mb 119	Interpersonal Communication in Organization
		Mb 120	Employment Policy
		Mb 123	Management of Conflict and Power
		Mb 127	Leadership
		Mb 135	Career and Manpower Planning
		Mj 152	Labor Law
		Mb 247	Design of Work and Organization
		Mb 313	Industrial Relations
		Ec 340	Labor Economics
		Mb 364	Collective Bargaining
		Mb 601	Comparative Industrial Relations
		Mb 603	Human Consequences of Managerial Control Systems
		Mb 644	Labor-Management Relations

Operations Analysis*

Mq 250	Decision Analysis	Mq 370	Operations Analysis
		Mq 375	Systems Management
		Mq 608	Cases in Management Science

Strategic Management*

Md 160	Ethical Issues in Management	Md 122	Managing Complex Organizations
Md 390	Small Business Management Strategy		

Quantitative Analysis*

Mq 250	Decision Analysis	Mq 384	Applied Statistics
		Mq 604	Operations Research
		Mq 605	Simulation Methods

* Students considering these options should discuss particular course selections with appropriate department faculty.

Honors Program

Course Offerings

Mh 125 Communications and Conference Management (F; 3)

Prerequisites: Open to School of Management Honors Program sophomores, or by permission of the Director.

This course acquaints the student with public speaking and the operation of meetings. It includes the preparation of speeches to be presented in front of small groups. Closed circuit television is utilized so that each student obtains audience criticism as well as immediate feedback on performance in front of groups. In the conference management section, the student is expected to obtain a basic knowledge of task division, committee assignments and agenda setting.

Daniel McCue

Mh 128 Management Writing Skills (S; 3)

An advanced course in written communication for students who have already mastered the basic skills. The course aims to develop clarity, brevity, and vigor in expression through the writing and editing of

letters, memoranda, and reports. Modern examples and practical application will be stressed.

Mh 299 Thesis (F, S; 3)

Open to School of Management Honors Program Seniors, or by permission of the Dean and Director. The honors thesis consists of a project normally done under the direction of a faculty member from the department in which the student has an area of concentration. In general it follows the format of a thesis for which data are collected, analyzed and a substantive report is written. The topic and format of the project are mutually agreed upon by the student, advisor and the Director of the Honors Program.

By arrangement

Marketing

Faculty

Professor Joseph D. O'Brien, A.B., College of the Holy Cross; M.B.A., University of Pennsylvania; Ph.D., Saint Louis University

Associate Professor Joseph Gartner, B.S., University of Connecticut; M.S., University of New Hampshire; Ph.D., Iowa State University

Associate Professor John T. Hasenjaeger, B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

Associate Professor Robert D. Hisrich, A.B., DePauw University; M.B.A., Ph.D., University of Cincinnati

Associate Professor Raymond F. Keyes, A.B., Colby College; M.B.A., Boston College

Associate Professor Michael P. Peters, Chairman of the Department B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Assistant Professor Cynthia F. Frey, B.B.A., Western Michigan University; M.B.A., Ph.D. University of Michigan

Assistant Professor Nora M. Ganim Barnes, A.B., Rhode Island College; A.M., University of Rhode Island; Ph.D., University of Connecticut

Instructor Frank J. Franzak, B.B., Virginia Polytechnic Institute & State University; M.B.A., University of Maryland

Lecturer Eugene Bronstein, A.B., Dartmouth College; M.B.A., Harvard University

Program Description

Marketing is a system of business activities designed to plan, price, promote and distribute want-satisfying goods and services to present and potential household consumers or industrial users.

Today most nations, regardless of their stage of economic development or their widely different political philosophies, are recognizing the importance of marketing. However, even though it has world wide applications, marketing has been developed to its highest level in the United States.

Increased competition, complex government regulations, scarcity of resources, rising costs and inflation will provide significant challenges in the future for marketing managers. As management faces these challenges, the need for broadening and expanding marketing practices to non-profit organizations, hospitals, government agencies, and other industries will be necessitated.

Typical career tracks in marketing are product management, sales, market research, retail management, channel management, advertising and promotion, and international marketing. These career paths encompass a wide range of industries as well as non-profit and government organizations.

The approach used to study marketing is analytical and experimental. Special projects, case studies, lectures and guest speakers are interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today's Marketing Manager.

Courses Required for a Concentration

- Mk 253 Basic Marketing Research
- Mk 256 Applied Marketing Management

Both required courses should be taken in senior year. Two courses selected from remaining offerings:

- Mk 028 International Business Management
- Mk 111 Distribution Channels
- Mk 112 Social Issues in Marketing
- Mk 152 Consumer Behavior
- Mk 153 Retailing
- Mk 154 Communication and Promotion
- Mk 155 Sales Management
- Mk 157 Personal Selling
- Mk 158 Product Planning and Strategy
- Mk 160 Merchandise Management
- Mk 205 Quantitative Marketing
- Mk 254 Applied Marketing Research
- Mk 299 Individual Study

Course Offerings

Mk 021 Basic Marketing (F, S; 3)

This course will present an overview of the full range of activities involved in marketing. Attention will be given to the appraisal and diagnosis, organization and planning, and action and control of all elements of marketing. Specifically, the functions of the product and service mix, distribution mix, communication mix, and pricing mix will be considered.

Frank Franzak
John T. Hasenjaeger
Robert D. Hisrich
Raymond Keyes
Joseph D. O'Brien
Michael Peters

Mk 028 International Business Management (F, S; 3)

Prerequisite: Mk 021

International Business Management is an in-depth analysis of the environment in which international business decisions are made. This is not a functionally oriented course that has its major emphasis in the analysis and solution of specific functional problems. Rather, a major focus of the course is to create sensitivity within the student to the problems and issues created because modern business is conducted in an international environment. A sensitivity to this field of knowledge is useful for students in almost all areas of specialization. One would be hard pressed to identify a major segment of our society that is not affected by the international transfer of men, resources, capital and knowledge. International Business Management calls upon a multiplicity of disciplines to create a broad understanding of the subject matter. Concepts from Economics, Political Science, Anthropology, Sociology and Management are integrated into the course.

Gail Chu

Mk 111 Distribution Channels (S; 3)

Prerequisite: Mk 021

This course is intended to look at the broad subject of distribution. It will view the field of distribution from the economic, functional, institutional and behavioral perspectives. The content here covers the traditional subjects of transportation, logistics, warehousing and system design, along with some of the contemporary issues such as behavioral dimensions, channel management and new methods of distribution. In presentation a balance is kept between theory, applications and analysis.

Mk 112 Social Issues in Marketing (S; 3)

Prerequisite: Mk 021

This course is directed to provide a balanced and well structured treatment of the social issues which face the field of marketing. The social goals and role of marketing are appraised, dealing both with the broad issues and with specific examples and applications. The systems approach to these decision areas is emphasized along with an interdisciplinary view on the application of marketing techniques, both in public agencies and nonprofit institutions. Classic issues such as social efficiency, fair competition, and consumer sovereignty are covered along with the more contemporary issues such as product safety, warranties and service, deceptive selling practices, consum-

erism, the ghetto consumer, truth in lending, misleading advertising and environment protection problems.

John T. Hasenjaeger

Mk 152 Consumer Behavior (F, S; 3)

Prerequisite: Mk 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality and attitudes (2) group influences such as family, culture, social class and reference group behavior and (3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption and risk reduction.

Nora Ganim Barnes

Mk 153 Retailing (F, S; 3)

Prerequisite: Mk 021

This introductory course is intended for students exploring the possibility of retailing as a career choice. It is suitable as an elective for a School of Management student, whether a marketing major or not, and is equally applicable to a non-School of Management student who wishes to gain some insight into the nature, scope and management of retailing. There are no prerequisite courses in marketing, accounting or economics. Concepts from these areas are integrated into the course at a non-technical level. The course covers basic topics in the history, structure and environment of retailing, merchandising, buying, control and accounting, pricing, promotion, organization, management, and retailing as a career. A text, lectures, outside speakers, possibly some programmed learning aids and case materials will provide the basic instructional materials.

Eugene Bronstein

Mk 154 Communication and Promotion (F, S; 3)

Prerequisite: Mk 021

This course deals with the communication function in marketing. It begins with an explanation of the nature of promotion, its role in the marketing mix, the environmental context in which it is carried out, and the behavioral concepts which shape promotional decisions. The second section of the course examines the effects of mass communication and personal communication in influencing attitudes, and the role of communication in the diffusion and adoption of innovations. The third section deals with concepts of market segmentation and the selection of appropriate recipients for promotional efforts. The final part of the course examines the tools of the promotional mix in terms of the conceptual frameworks previously developed. It covers messages, mass media, personal selling, and ancillary promotional materials. The course employs a text, additional readings, lectures, discussions and case material. While this course is primarily focused on the needs of marketing majors, it is suitable as an elective for any School of Management student, and for other students interested in communication and the persuasive process. The fundamental material is as applicable to the needs of non-profit institutions as it is to commercial enterprises.

Cynthia Frey
Frank Franzak

Mk 155 Sales Management (S; 3)

Prerequisite: Mk 021

Sales Management: the planning, direction, and control of selling activities, including the recruiting, selection, training, supervision, and compensation of the sales force, establishment of goals and measuring performance; coordinating sales activities with advertising and special forms of promotion and other departments of business; and providing aids for distributors.

Joseph D. O'Brien

Mk 157 Personal Selling (F; 3)

Prerequisite: Mk 021

This course is an introduction to the most significant promotional force of all—personal selling. Both principles and techniques of selling will be covered. Although no magic formulas, recipes, etc., will be provided, it will cover in some detail the programs and practices developed by successful salespersons. This course is suitable for students whose main interest is marketing, for those who train salespersons, and for those who look forward to selling careers with established firms or on their own.

Joseph D. O'Brien

Mk 158 Product Planning and Strategy (S; 3)

Prerequisite: Mk 021

With the growing concern over the success of new products an intense effort is being employed by marketers to establish more effective new

product development and management strategies from the point of a new product's conception to its death after a successful life span. Using lectures and case studies this course will focus on the process of conceiving new products, developing an effective organization and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight in new product development across a wide variety of industries.

Michael Peters

Mk 159 Profitable Strategies For Business Franchising

Prerequisite: Mk 021

This is the basic course in Business Franchising wherein readings and discussions will be focused on the broad topic of—What are the basic ingredients in profitable franchise operations? This topic will be viewed from both the franchisor and franchisee's points of view. Specifically, the students will be taught what mistakes should be avoided in franchising and how profitable franchise operations did become successful. In addition to the text, case histories, lectures and class discussions will be used to cover this dynamic form of business enterprise.

John T. Hasenjaeger

Mk 160 Merchandise Management (S; 3)

Prerequisites: Mk 021; Mk 153

This course examines the philosophy, concepts, and techniques underlying the planning and control of sales and inventories in retail stores. Pricing, inventory analysis and the planning and control of sales and inventories in dollars and units will be discussed.

Eugene Bronstein

Mk 205 Quantitative Marketing (S; 3)

Prerequisite: Mk 021

This course will emphasize quantitative approaches to the formulation of marketing problems and the analysis of marketing decisions. Attention will be given to the analysis of marketing data, employing both parametric and non-parametric analytical techniques, and the building and applications of models in marketing decision making.

Robert D. Hisrich

Mk 253 Basic Marketing Research (F, S; 3)

Prerequisite: Mk 021

This course covers the fundamentals of scientific investigation in solving marketing problems. Each step is outlined and carefully presented—from the initial planning and investigation to the final conclusion and recommendation phase. This procedure requires a working knowledge of both quantitative and qualitative analysis and seeks to equip students with the correct methodology for solving marketing problems. This course is for seniors only.

Nora Ganim Barnes

John T. Hasenjaeger

Mk 256 Applied Marketing Management (F, S; 3)

Prerequisite: Mk 021

In this course, students are exposed to realistic marketing problems and situations. Case studies and live examples provide the opportunity for marketing concepts and tools to be applied in practice. The point of view taken is that of a marketing manager responsible for planning, analysis, execution and control of a complete marketing program. Within this overall framework of marketing strategy, students are encouraged to apply the analytical approach to problem solving, as the basis for making sound decisions.

Cynthia Frey

Raymond Keyes

Mk 299 Individual Study (F, S; 3)

An individual study course offered by the department requiring permission of the Chairperson.

Organization Studies— Human Resources Management

Faculty

Associate Professor Jean M. Bartunek, R.S.C.J., A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago Circle

Associate Professor James L. Bowditch, Chairman of the Department A.B., Yale University; A.M., Western Michigan University; Ph.D., Purdue University

Associate Professor Dalmar Fisher, B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Associate Professor John W. Lewis, III, Coordinator, General Management Concentration, A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

Assistant Professor Judith Gordon, A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Lecturer Alan P. Thayer, B.S., U.S. Military Academy; M.B.A., Harvard University

Program Description

There is a growing need for knowledge and skills relating to the management of human resources within organizations in every sector of our society. The Human Resources Management curriculum has applications in organizations of any type: industrial, educational, government, health care, financial institutions, and the like. The program is designed to meet the needs of a variety of students, including: (a) those who wish to concentrate in Personnel or in Industrial Relations and ultimately assume career positions in these fields: (b) those who wish to become better managers through an increased awareness of personnel management systems, individual and interpersonal effectiveness, organizational improvement, and related organizational issues: and (c) those who wish to go on to graduate study in Human Resources, Industrial Relations, Law, Management, and related fields.

For those who wish to concentrate in Human Resources Management, there are two options, Personnel and Industrial Relations. In both cases, the concentration is completed by taking four courses beyond what is required in the School of Management common body of knowledge, which includes Mb 021 Introduction to Behavior in Organizations. Both options require Mb 110 Personnel Management as a first course in the concentration.

The Personnel Option

The Personnel Option addresses those human resources issues facing the organization regarding recruitment and selection of personnel, integrating employees into the organization, developing managerial and employee potential, and maintaining and improving the effectiveness of the work force. Such functions as staffing, training, job and organization design, management development, benefit programs, manpower forecasting and planning, and the diagnosis and remedy of organizational problems are covered. The Personnel Option prepares persons for entry level positions leading toward upper level positions in personnel administration, human relations, and organization development.

The Industrial Relations Option

The Industrial Relations Option stresses the human resource issues facing the organization which emerge from the wider society. The focus is on the study of the worker who belongs both to the labor force internal to the organization and to the labor force external to the organization. This collective view involves the study of current laws, regulations and institutions which shape the ways in which people interact with the organization; the study of how the internal market is structured and how workers organize to obtain more favorable terms of employment; and the processes by which workers move in and out of the labor market. This Option prepares persons for entry level positions such as manager of industrial relations and director of manpower planning.

Courses Required for a Concentration

Mb 021 Introduction to Behavior in Organizations
(May be used to satisfy University Social Science Core except for students in the School of Management (required course))

Mb 110 Personnel Management
(Required for all concentrators in Human Resources Management) (All other courses require Mb 021 as prerequisite except Mb 119, Mb 124 and Mb 135)

Personnel Option

- Mb 313 Personnel and Organizational Research (new)
(Required for Personnel Option, usually after 1 or more electives)

Industrial Relations Option

- Mb 116 Industrial Relations
(Required for Industrial Relations Option)

Electives

- Mb 119 Interpersonal Communication in Organization
(May be used to satisfy University Social Science Core)
Mb 120 Employment Policy**
Mb 123 Management of Conflict and Power
Mb 127 Leadership*
Mb 135 Career and Manpower Planning
Mj 152 Labor Law**
Mb 247 Design of Work and Organization*
Ec 340 Labor Economics**
Mb 364 Collective Bargaining**
Mb 601 Comparative Industrial Relations
(permission of instructor)
Mb 603 Human Consequences of Managerial Control Systems
(permission of instructor)
Mb 644 Labor-Management Relations
Notes: *Mb 119, Mb123, Mb 135, Mb 247 recommended for
Personnel Option
**Mb 120, Mj 152, Ec 340, Mb 364 recommended for
Industrial Relations Option
Mb 116 and Mb 313 may also be taken as electives.
Either Mb 364 or Mb 664 may be taken for elective
credit, but not both courses.

Course Offerings

Mb 021 Introduction to Behavior in Organizations (F, S; 3)

Organizations do not behave—people within them do. As an introduction to the study of human behavior in organizations, this course aims at increasing the student's awareness and understanding of individual, interpersonal, group and organizational events as well as increasing ability to explain and influence such events. The course deals with a body of concepts which are applicable to institutions of any type. A central thrust of these concepts concerns the ways in which institutions can become more adaptive and change oriented. The course is designed to help the student understand and influence the human groups and organizations to which he or she currently belongs and with which he or she will become involved in a later career.

Selected in-class situational exercises, cases, readings, and organizational simulations are used to amplify the central concepts in the areas of individual, group and inter-group behavior in organizations as well as organizational design, development and change.

The Department

Mb 110 Personnel Management (F, S; 3)

This course surveys techniques of modern personnel management from the points of view of both the manager and Personnel Director. Topics covered include recruitment, selection, interviews, resume preparation, managerial evaluation and development, leadership and supervision, management-labor history and relations, wage and salary administration, fringe benefits and psychological testing. Pertinent laws dealing with labor discrimination, health and safety, pensions and working conditions will be covered. There are usually about 4 or 5 guest speakers on such topics as college recruitment, affirmative action, role of women executives, Social Security, organized labor, U.S. and state civil service career opportunities.

Alan Thayer

Mb 116 Industrial Relations (F, S; 3)

This course provides an introduction to the key elements of the in-

dustrial relations system, the institutions, economic factors and public policy, and the ways in which they interact. The organization of the labor market within the firm, the industry, occupations and the economy is explained. Theories of labor market operation are examined with reference to employer policies, collective bargaining and relevant public policies. The implications of current issues, including affirmative action, inflation, productivity, unemployment and increasing international competition will be briefly reviewed, providing a basis for further exploration in elective courses.

*Joseph A. Raelin
Dorothy G. Sparrow*

Mb 119 Interpersonal Communication in Organizations (F, S; 3)

Managerial action takes place in one-to-one and small group situations. This course will aim to increase students' personal and conceptual understanding of factors most relevant to managers in task-oriented communication settings. Topics will include interpersonal relationships, uses and mis-uses of language, group process diagnosis, nonverbal communication, and helping/counseling. Lectures, readings and case discussions will be combined with in-class exercises where major learning material will be generated by participants themselves.

Dalmar Fisher

Mb 120 Employment Policy (F, S; 3)

This course is an introduction to the broad range of practical policy and theoretical issues in manpower policy viewed from all levels, from the labor force participation of the individual, particular groups, and the training policies of private and public institutions. The goal is to develop an analytical framework for evaluating all elements of the employment training system, in terms of their particular and inter-related purposes. Particular attention is paid to the relationship between employment training programs and affirmative action. The approach is interdisciplinary: while emphasizing economic analysis, the contributions of cultural anthropology and political analysis are also utilized.

The Department

Mb 123 The Management of Conflict and Power (F, S; 3)

This course provides students with an awareness of organizational conflict and power, especially as these processes arise during the course of decision-making. Topics discussed include the causes and processes of organizational conflict, methods of achieving power in organizations, machiavellianism, different power strategies and their effects, and coalition formation. The course focuses on strategies of ethical and effective conflict management and power distribution.

Jean Bartunek

Mb 124 Methods of Inquiry Into Human Behavior (F, S; 3, 3)

This course is concerned with the process of systematic learning about the human environments in which one lives and works. It concentrates on field methods of research, observation, interviewing, as they can be applied to better understanding of social settings, groups, communities, work organizations, occupational groupings and life styles. Its purpose is to better equip the student with ways of thinking about people and ways of learning about them, so that he or she may more effectively and quickly deal with the new and different social situations that he or she will enter throughout a career, and deal with the inevitable problems encountered. Readings and classroom sessions are used to prepare the student to conduct a field study and evaluate it. The students' field projects and their methods of planning, working, writing up and evaluating the experience are major features of this course. Considerable time is spent on interpretive frameworks—theories, concepts and models of human social behavior—that the students need to plan and understand the substance [in contrast to the methods] of their field studies.

The Department

Mb 127 Leadership (F, S; 3)

This course is designed to acquaint the undergraduate student with the role and work of first level supervisors and managers within varied organizational settings, viewed from the perspective of the incumbent in such roles. To augment in-class learning, each student will undertake a longitudinal study of a manager in action which he or she will arrange for individually. Contemporary theories and empirical research on the practice of leadership will be examined and their implications explored in various ways. In-depth case studies of recognized leaders will be examined in the light of theory and research findings.

Assessment of the student's own leadership and interpersonal styles will be made utilizing instruments of various kinds and the present and future implications explored. Situations will be created within the class to gauge the "feel" and impact of particular styles in action. Emphasis in this aspect of the course, and the rest as well, will be on behavioral strategies which lead toward either effective or ineffective leader performance.

John W. Lewis

Mb 135 Career and Manpower Planning (F; 3)

This course provides an overview of career-life planning and career development issues within the broader, macro framework of manpower planning. It has two components. The first part is designed as a workshop experience to aid students in acquiring and perfecting career planning and job hunting skills. The course emphasizes four areas here: 1) self-assessment of needs, interests, abilities, skills, and experiences, 2) evaluation of the potential job market, 3) development of job hunting skills, and 4) assessment of other influences on career development. The second part of the course considers the issues of career and life planning, more from an organizational than from an individual perspective. The general framework of manpower planning is presented and specific techniques are introduced. Course material will be presented using a variety of methods; lecture, discussion, case analysis, and hands-on experience with career planning and manpower planning problems.

James Bowditch

Judith Gordon

Mb 247 The Design of Work and Organizations (F, S; 3)

Organizations have experienced significant changes in technology, environment, and personnel in the last decade. These changes have caused organizations to seek new ways of performing work tasks and of organizing their human resources. This course is designed to 1) consider various ways of organizing work tasks and the variables that influence such design, 2) describe various organizational structures and the contingencies influencing their effectiveness, and 3) discuss the role of human resource professionals in designing work and organizations. Course material will be presented using a variety of methods: lecture, discussion, case analysis, and class problems.

The Department

Mb 299 Independent Study (F, S; 3)

Prerequisite: Senior standing, consent of department chairperson. The student works under the direction of an individual professor.

By arrangement

The Department

Mb 313 Personnel & Organizational Research (F, S; 3)

This course is designed to introduce the student to research methods appropriate for solving practical problems in human resource management and organization development, and for interpreting economic data derived from macroeconomic sources. Practice in conducting research in organizational settings will be provided.

Jean Bartunek

James Bowditch

Mb 364 Collective Bargaining (F, S; 3)

Collective Bargaining is not only a process but an institution. From the former perspective, it involves the negotiation between representatives of organized workers and their employer(s) to determine wages, hours, rules, and working conditions. Collective bargaining also refers, however, to an institutional structure dealing with the overall management of human resources in both private-sector and public-sector organizations.

This course is designed to provide students with an introduction to both the processes as well as the institutional framework of collective bargaining.

Joseph A. Raelin

Dorothy Sparrow

Mb 601 Comparative Industrial Relations (F, S; 3)

This course examines the industrial relations systems of selected European and Scandinavian countries with respect to the dominant characteristics of their collective bargaining institutions, the public policy framework and economic context within which they operate. Comparisons and contrasts with the United States focus on differences in the social, economic and political contexts and their significance for the organization and policies of American collective bargaining institutions. The approach combines historical, social and economic analysis in a brief review of the origins of the labor movement in each country with collective bargaining case studies, discussed in the context of the current industrial relations environment.

Dorothy Sparrow

Mb 603 Human Consequences of Managerial Control Systems (F, S; 3)

Appropriate management information and control systems are essential in smoothly functioning organizations. All such systems, whether computerized or manual, depend upon human beings for their input as well as later interpretation and use of their outputs. Careful analysis is required to discover ways in which human behavior is affected and in turn affects the operation of information and control systems. Accountants, management scientists, personnel executives and others who develop control systems, whatever their intended use, need to understand the interaction between these systems and human behavior. The impact of a particular system is strongly influenced by the way that managers use the information the system provides. The thrust of this course is on how management information and control systems can be creatively designed and implemented in order to maximize both human and organizational effectiveness.

The Department

Mb 664 Labor-Management Relations (S; 3)

This course critically reviews and appraises the development and impact of collective bargaining in the United States. Attention is given to environmental forces, including public policy as well as to the negotiation and administration of labor agreements and related issues.

The Department

Quantitative Analysis

Program Description

Quantitative Analysis is offered jointly by the Administrative Sciences Department and the Computer Science Department. The focus of the program is on the application of quantitative methods to operations management: the planning, controlling and decision-making functions common to all productive organizations. By its very nature, this area serves as a linking pin to such functional areas as marketing, finance, accounting, production, and human resources management. Indeed, the major approaches of quantitative analysis have been successfully applied to, and have been of considerable influence in the development of, these traditional managerial functions. For this reason, students concentrating in one of these functional areas will find a second concentration in Quantitative Analysis to be especially valuable.

The objectives of this program are:

1. To develop formal analytic skills in defining, analyzing, and solving complex managerial problems.
2. To gain appreciation for when and where to use the principal techniques of quantitative analysis, with the ability to apply them when the proper occasions arise.
3. To enhance understanding of operations analysis within organizations along with a knowledge of the interrelationships between the traditional managerial functions.
4. To provide understanding of systems management and the ability to apply systems thinking and approaches to managerial problems.

An undergraduate concentration requires four courses beyond the introductory course Mq 021 Management and Operations. To fulfill the program objectives, a course in applications (Mq 250) is required and a second applications course (Mq 370) is strongly recommended. To provide the necessary technical expertise, at least one course must be taken in the basic disciplines of simulation, statistics or operations research. The concentration can be rounded out with the elective offerings in the area or with additional work in the basic disciplines.

Required:

Mq 250 Decision Analysis

At least one of:

Mq 384 Applied Statistics

Mq 604 Operations Research

Mq 605 Simulation Methods

Strongly recommended:

Mq 370 Operations Analysis

Electives:

- Mq 299 Independent Study
 Mq 375 Systems Management
 Mq 606 Forecasting Techniques
 Mq 608 Cases in Management Science

Course Offerings

Mq 021 Management and Operations (F, S; 3)

Prerequisites: Ec 132, Ec 151, and Ma 022

This course serves as an introduction to general management and to operations management. The central focus is on the structure, behavior, and management of operating or productive systems. Operations management is what every organization does; it transforms human, physical, and technical resources into goods or services. Hence, every organization has a need to manage resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and general management decisions, organizational strategies, and societal concerns about productivity, inflation, quality of life, and quality of working life. The integration centers on decisions regarding demand forecasting, cost, scheduling, productivity, quality, customer service and satisfaction, energy conservation, return on investment, pollution abatement, quality of working life, product reliability, and technology transfer.

The Department

Mq 250 Decision Analysis (F; 3)

Prerequisite: Mq 021

This course is designed for students who desire to concentrate in Operations Analysis and others who seek to supplement their chosen major with study in quantitative analysis. The course covers a broad range of topics and focuses on the application of decision models. Since this course is intended for students of various backgrounds and management interests, it draws decision problems from operations, finance, marketing, accounting, and personnel management. Decision Analysis is intended to improve the student's rigour in management decision making and to acquaint the student with the tools of the management scientist.

Robert M. Brown

Mq 299 Independent Study (F, S; 3)

The student works with an individual professor on a mutually agreed upon topic. An oral and written presentation is required.

By arrangement

The Department

Mq 370 Operations Analysis (S; 3)

Prerequisite: Mq 021

This course applies analytical concepts to the management of operating systems, focusing on economic and strategic implications of major operating decisions facing managers. Drawing primarily on case studies, the course emphasizes the development of reasonable and viable courses of action based on thorough analyses of complex operating problems. Suggested alternatives are subjected to rigorous evaluation for the degree to which they are supported by available data, their practicality and their likely ease of implementation in the organization. Case situations include issues of production, marketing and financial decision-making and actions are based on information reported within the organization, particularly accounting data. The analytical techniques demonstrated in the case discussions are helpful for students who see their careers as operating managers within any functional area.

Mary Louise Hatten

Mq 375 Systems Management

Prerequisites: Mq 021 or equivalent

This course has as its central theme the application of the problem solving and decision-making process to the operating system of any organization. The systems approach relates both principles of analysis and principles of synthesis to the management activities of planning and control. A generalized input-process-output model of a system is used to integrate the analytic tools available to the operations manager. Thus the use of modern theory and methodology provides the student with the ability to adjust to the specific processing system of any industry or activity, and with the skill to manage the details of any applied technology.

John E. Van Tassel

Mq 384 Applied Statistics

An introduction to the theory and use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis. An elementary statistics course is a prerequisite; an acquaintance with linear algebra and the ability to use a computer are desirable.

The Department

Mq 604 Operations Research

Presents the concepts and techniques of linear optimization including linear, integer and dynamic programming. Essentially the course deals with the optimization of linear functions subject to linear constraints with special attention given to formulation and post-optimality analysis. Some mathematical fluency is necessary and the ability to use a computer is very helpful.

Peter Olivieri

Michael Rubin

Mq 605 Simulation Methods (F; 3) or (S; 3)

An introduction to building computer models of decision making systems. Students will be required to design and program a model of their choice. Specific computer languages used for simulation modelling will be discussed as well as the statistical concepts necessary for constructing such models. Application will be presented from a variety of disciplines.

Peter Olivieri

Mq 606 Forecasting Techniques

Prerequisites: Previous exposure to statistics and an ability to use computing facilities.

The planning process is dependent on both forecasting ability and logical decision making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regression models and multi-equation simulation models. The underlying theory is presented through real cases.

The Department

Mq 608 Cases in Management Science

Prerequisites: A degree of mathematical literacy and the ability to use computing facilities.

This course uses the case study method to show how and in what areas management sciences is being used to help solve business problems. A variety of topics and cases will be presented in order to produce students, who can, in their careers as managers, recognize possible MS applications, appreciate the advantages and limitations of MS, and understand and intelligently employ MS tools. The areas to be covered comprise: (a) Credit Scoring (Discriminant Analysis) (b) Asset Liability Management (Linear Programming) (c) Inventory Management (Statistics) (d) Short Cases in Probability (e) Modeling in General.

The Department

School of Nursing



School of Nursing

Boston College inaugurated the School of Nursing in response to the need for a Catholic collegiate school of nursing in the Greater Boston area. With the cooperation of His Excellency, Most Reverend Richard J. Cushing, D.C., Archbishop of Boston, a program was offered in February, 1947 leading to the degree of Bachelor of Science in Nursing or Nursing Education to Registered Nurses. In September, 1952, this program was limited to courses leading to the degree of Bachelor of Science in Nursing. In September, 1947, a basic collegiate program of five years leading to a diploma in nursing and the degree of Bachelor of Science was introduced for high school graduates. Beginning in September, 1950, a four calendar-year basic collegiate program was initiated, and in 1957 this was shortened to four academic years.

In the spring of 1960 the School of Nursing moved to the University campus and occupies its own building, the gift of His Eminence Richard Cardinal Cushing.

Philosophy and Objectives

Boston College School of Nursing accepts and functions within the Christian humanist philosophy of Boston College, a Jesuit university which is committed to excellence in scholarship and service. Christian humanism views person as matter and spirit, capable of natural and supernatural perfection for union with God. Accordingly, truth is derived from empirical, rational, and faith experiences. Education based on Christian humanism emphasizes the common intellectual heritage transmitted by the liberal arts including theology. The quest for and extension of knowledge occurs in a milieu of freedom and enthusiasm. Theory both precedes and accompanies action and Christian contemplation abounds into action. Thought is translated into action through sensitivity to the needs and concerns of the community.

The School of Nursing participates in this spirit of inquiry and sensitivity to human values. Its faculty are a community of scholars and professionals engaged in the pursuit of excellence in nursing care, the transmission of nursing's traditional wisdom, and the creation of the future, both in research and planning for anticipated health care needs of society.

The faculty believe, with Henderson and the International Council of Nurses (as stated in the sixth edition of *Principles and Practice of Nursing*), that nursing's unique function is assisting "individuals (sick or well) with those activities contributing to health, or its recovery (or to a peaceful death) and that they perform unaided when they have the necessary strength, will, or knowledge; nursing also helps individuals carry out prescribed therapy and to be independent of assistance as soon as possible." The faculty believe that every person has a right to optimal health care and that nurses have a responsibility of providing care responsive to the health needs of individuals. The faculty also believe in the freedom and responsibility of the consumer of nursing and respect the choices that consumers make to bring about change in their environment in an attempt to reach their maximum potential.

Nursing courses are based on the liberal arts and sciences. Accordingly, students study the accumulated knowledge of the person and the universe along with other students at the university. Foremost among the outcome of this scholarship is the realization that basic values of Christian humanism operate amidst the ongoing dynamics of life. Another outcome is the participation of students in the consumption and creation of knowledge and its meaning. Consequently, the students are able to make a commitment to humanity, their own and others, based on enduring values.

Nursing education cultivates the development of a personal philosophy of nursing based upon the Judeo-Christian values that support the worth of each individual. The educational environment encourages individuals to think critically, communicate effectively, act responsibly, and to mature as creative and productive members of society.

The development of nursing knowledge by the learner is rooted in the biophysical, philosophical/theological and social sciences. The spirit of inquiry, initiated with a grounding in the philosophical and scientific method, provides a base for nursing research and the nursing process. Theoretical content addresses cognitive, affective, and psychomotor learning, proceeding from the simple to the complex, the general to the specific in application to the clinical experiences with individuals, groups, families, and communities. Educational

activities are planned to incorporate the individual learning needs of students.

Student-initiated learning is encouraged, with emphasis placed upon periodic self-evaluation. Students are encouraged to become creative, flexible and productive members of the nursing profession and society. The teaching-learning process permits students to further develop their abilities in verbal and written communication of ideas. Further, the process fosters independence in thought that is carried out by action and involvement both in professional activities and service to society.

The purposes of the School are to offer programs of excellence in undergraduate, graduate, and continuing education.

The graduate of the undergraduate program will:

- 1) develop and identify a personal philosophy of nursing practice based upon his or her values;
- 2) synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice;
- 3) use nursing process as a means of gathering data for refining and extending that practice by:
 - a) assessing health status,
 - b) planning and providing therapeutic nursing measures, on the basis of nursing diagnosis,
 - c) purposefully interacting with others to promote wellness,
 - d) evaluating outcomes of nursing process,
 - e) modifying practice as a result of research findings;
- 4) collaborate with colleagues/citizens on the interdisciplinary health team to promote the health and welfare of people;
- 5) utilize leadership skills through involvement with others in meeting health needs and nursing goals;
- 6) work actively to promote needed change in systems of health care to insure optimal health services for each person;
- 7) confront social issues which have implications for the health of society;
- 8) take responsibility for continued personal and professional growth.

The curriculum is based on the conceptual framework of preventive intervention which focuses on three levels of nursing care: primary preventive intervention, secondary preventive intervention, and tertiary preventive intervention. Primary preventive intervention is defined as nursing at that level of health promotion which focuses on the maintenance of optimal functioning (homeostasis, equilibrium, stability, organization) of individuals and groups at all developmental stages. The student will have the knowledge and skills needed to discriminate health from illness (but not to discriminate among specific diseases) and to recognize those behaviors indicative of potential illness. The interventions will be collaborative in assisting the client to maintain optimal health.

Secondary preventive intervention is defined as nursing at that level of health promotion which focuses on adaptation during a disruption (disequilibrium, instability, disorganization, imbalance, illness, crises) of an individual's and/or group's health at all developmental stages. The student will have the knowledge and skills needed to identify disruptions in human function and the ability to formulate nursing interventions to promote adaptation.

Tertiary preventive intervention is defined as nursing at that level of health promotion which focuses on return to optimal health (reorganization, reequilibrium, rehabilitation, readaptation) within a system of limitations. The student will have the knowledge, skills, and attitudes needed to assess the functional potential of individuals and groups at all developmental stages and to negotiate in restoring the client to optimal health function.

Requirements for the Degree*

The program combines liberal arts studies with professional nursing courses and clinical experience. It is a four-year program leading to the degree of Bachelor of Science with a major in nursing.

Liberal arts subjects are emphasized in the first and most of the second years. During the third and fourth years, the student spends approximately two or three days each week gaining clinical experience at the various cooperative hospitals and agencies. The remainder of the week, the student attends classes on the main university campus. The faculty of the School of Nursing is responsible for all instruction in nursing, both theory and practice. The faculty of the

appropriate university departments conduct classes in the liberal arts subjects.

The following university core requirements (36 credits) are to be fulfilled by all undergraduates over a four-year period:

- 2 courses in Theology
- 2 courses in Philosophy
- 2 courses in Social Science (Psychology and Sociology)
- 2 courses in History
- 2 courses in Natural Sciences or Mathematics
- 2 courses in Humanities (English, Modern Language, Classics, Fine Arts, Music, Speech)

It is suggested that the history and philosophy core requirements be taken in the freshman year since they are two-semester courses. In addition, those who have weaknesses in writing skills are advised to take freshman English as their humanities core requirement.

*The School of Nursing reserves the right to alter any program or policy outlined in this BULLETIN.

Curriculum Plan Prior to Fall 1980¹

Freshman Year

SEMESTER I	CREDITS
Ch 101, 103—Fundamentals of Chemistry	4
Bi 130, 131—Anatomy & Physiology I	4
Core	3
Core	3

SEMESTER II	CREDITS
Ch 102, 104—Fund. of Organic Chemistry	4
Bi 132, 133—Anatomy & Physiology II	4
Core	3
Core	3
Core	3

Sophomore Year²

SEMESTER I	CREDITS
Nu 070—Scope of Human Development I	3
Bi 220, 221—Microbiology	3
Core	3
Core	3
Core	3

SEMESTER II	CREDITS
Nu 071—Scope of Human Development II	3
Nu 080—Pathophysiology	3
Nu 214—Introduction to Nursing Research	3
Core	3
Core	3

Junior Year

SEMESTER I	CREDITS
Nu 130—Primary Preventive Intervention	8
Nu 134—Nursing Methodology	4
Elective ³	3

SEMESTER II	CREDITS
Nu 200—Secondary Preventive Intervention I	9
Elective	3
Elective	3

Senior Year

SEMESTER I	CREDITS
Nu 204—Secondary Preventive Intervention II	9
Nu 207 Perspectives on Professional Nursing	3
Elective	3

SEMESTER II	CREDITS
Nu 220—Tertiary Preventive Intervention	6
Nu 224—Advanced Nursing: Clinical Research Practicum	6

¹ The basic design may be subject to modification and revision from time to time.

² One-half of student enrollment will start the nursing sequence during the Spring Semester of the sophomore year; the remaining half of student enrollment will start the nursing sequence during the Fall Semester of the junior year.

³ Only one nursing elective is permitted for degree credit.

Curriculum Plan Effective Fall 1980¹

Freshman Year

SEMESTER I	CREDITS
Ch 101, 103—Fundamentals of Chemistry	4
Bi 130, 131—Anatomy & Physiology I	4
Core ²	3
Core	3

SEMESTER II	CREDITS
Ch 102, 104—Fund of Organic Chemistry	4
Bi 132, 133—Anatomy & Physiology II	4
Core	3
Core	3
Core ³	3

Sophomore Year⁴

SEMESTER I	CREDITS
Bi 220, 221—Microbiology	3
Core	3
Core	3
Core	3
Elective ⁵	3

SEMESTER II	CREDITS
Nu 072—Scope of Human Development	3
Nu 080—Pathophysiology	3
Nu 214—Introduction to Nursing Research	3
Core	3
Core	3

Junior Year

SEMESTER I	CREDITS
Nu 131—Primary Preventive Intervention	4
Nu 135—Nursing Methodology	5
Nu 201—Secondary Preventive Intervention I	6

SEMESTER II	CREDITS
Nu 202—Secondary Preventive Intervention II	5
Nu 203—Secondary Preventive Intervention III	5
Nu 205—Pharmacotherapeutics	2
Elective	3

Senior Year

SEMESTER I	CREDITS
Nu 208—Secondary Preventive Intervention IV	6
Nu 207—Perspectives on Professional Nursing	3
Elective	3
Elective	3

SEMESTER II	CREDITS
Nu 209—Secondary Preventive Intervention V	5
Nu 215—Tertiary Preventive Intervention	6
Elective	3

¹ The basic curriculum design may be subject to modification and revision from time to time.

² It is strongly recommended that students finish history and philosophy core requirements as early as possible.

³ Psychology and sociology must be taken as a social science core and must be completed prior to enrollment in Nu 131 and Nu 135.

⁴ One-half of student enrollment will start the nursing sequence during the Spring Semester of the sophomore year; the remaining half of student enrollment will start the nursing sequence during the Fall Semester of the junior year.

⁵ Only one nursing elective is permitted for degree credit.

Registered Nurse Candidates

Registered nurses who wish to obtain a baccalaureate degree may apply for admission to the Admissions Office of Boston College. Applicants must be graduates of or in the final year of a diploma or associate degree program offered by a state approved school of nursing. No application can be processed by the Admissions Committee and given final review until all of the following information has been submitted on official Boston College forms:

1. The preliminary application
2. Personal data form
3. High school transcripts
4. An official transcript from a school of nursing

5. An official transcript of courses completed at a college or university if applicable
6. Two letters of recommendation: one academic and one from an employer or clinical supervisor
7. Evidence of physical exam, completed by the applicant's physician, upon admission.

Registered nurse students are accepted only for September admission. Although May 15 is the application deadline, applicants are encouraged to complete admission activities as early as possible as exemption examinations begin in June. Full-time study is required to complete the baccalaureate program at Boston College, and it is recommended that applicants consider this factor prior to completing the formal application.

Registered nurses may transfer credit to Boston College from other accredited colleges and universities. Credit will be accepted for courses in which a grade of C– or above was attained and which are equivalent to those offered at Boston College. Credit received for specific nursing courses is not transferable. No more than sixty (60) credits are accepted for transfer.

Once admitted to the School of Nursing, registered nurse students may take exemption examinations in the following courses and receive the designated course credit if a passing mark is achieved. These examinations are offered in: Anatomy and Physiology, Chemistry, Microbiology, and in several selected nursing courses. Specific information regarding examinations is provided upon admission. Registered nurse candidates may receive partial credit for designated nursing courses through the placement process. A Massachusetts Registered Nurse license is a prerequisite to enrollment in any course with a clinical component. In addition, all registered nurse students are required to obtain personal malpractice insurance during clinical semesters. University policy states that at least four semesters of full-time study are required of all students who transfer to Boston College. Summer sessions are not applicable to this requirement. For complete information please refer to the Boston College School of Nursing brochure: *The Registered Nurse And The Baccalaureate Program*.

Academic Regulations

Requirement for Good Standing and Eligibility

The standing of a student is determined by a weighted semester average. At the conclusion of each semester each student's record is reviewed.

A student must achieve a minimum grade of D– in all courses and a cumulative average of at least C– in nursing courses, as well as an overall cumulative average of C– in order to remain enrolled in the nursing program. A student may repeat any nursing course only once at which time he or she must achieve the minimum acceptable grade as stated above. Because theory and practice are closely related, a student who fails either component of a nursing course must repeat both of them simultaneously.

A student who fails to demonstrate performance consistent with professional nursing will be subject to review and to possible dismissal by the faculty of the School of Nursing.

Normal Student Load

Students registered for twelve semester-hours credit are considered full-time students. Students carrying more than seventeen credits in a semester will be charged for a course overload. Usually fifteen credits are carried each semester.

In a nursing course, one semester credit in a lecture course represents one hour of class per week per semester. One semester credit in a clinical laboratory nursing course represents three hours of clinical experience per week per semester.

Class Attendance

As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent from class or clinical laboratory will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

A student who is absent from a class is responsible for the class content as well as any announcements and assignments made. If a student is absent from a scheduled or previously announced exam-

ination, it is the prerogative of the faculty to determine whether or not a make-up examination will be given. There is a charge of \$10.00 for the administration of a make-up examination. Under ordinary circumstances arrangements for make-up examinations must be made within one week of the student's return to school.

In relation to clinical laboratory experience, it is the responsibility of the student to notify the instructor and/or the clinical agency if the student will be late or absent. Absences from the clinical laboratory will be reviewed by faculty for appropriate action. When a student is absent because of illness, a statement from the family physician may be required before the student will be permitted to return to clinical courses. If it is necessary for a student to make-up clinical time, a tutorial fee may be required.

In cases of anticipated prolonged absence for illness or injury, the student or family member should contact the Dean of Students and the Dean of the School of Nursing so that academic and other necessary arrangements can be made.

IN ALL COURSES WITH NURSING NUMBERS, REQUIREMENTS FOR ATTENDANCE AT CLASS AND IN CLINICAL PRACTICE ARE THE PREROGATIVE OF THE INSTRUCTOR IN THAT COURSE.

Academic Integrity

Nursing students are expected to have high standards of integrity in both the academic and clinical settings. Any student who cheats or plagiarizes on examinations or assignments, or any student who fails to fulfill responsibilities to clients is subject to dismissal from the School of Nursing.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332.

Beginning with the class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Special Academic Programs

Continuing Education Opportunities

Through the Continuing Education Unit of the School of Nursing, a variety of short-term courses and workshops are offered throughout the academic year to registered nurses. These offerings are not part of formal degree programs but are designed to assist the nurse in maintaining professional knowledge and skills.

Details about these offerings can be obtained from the Director of the Continuing Education Unit of the School of Nursing.

General Information

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant appeal procedures.

Physical Examinations

All undergraduate students in the School of Nursing are required to have a complete physical examination, including tine test and/or chest x-ray and rubella titre prior to admission. Also, evidences of screening for tuberculosis must be submitted by August 15, prior to the beginning of each academic year, to the Director of Health Services. Additional physical examinations and/or other health data may be required by the School of Nursing.

Financial Information

Boston College is not an endowed institution. Therefore, it is normally dependent for support and development on the fees paid for tuition and other collegiate requirements.

School of Nursing students pay the same tuition, fees and board and room costs as other college enrollees. In addition nursing students have the following expenses:

Annual Malpractice Insurance	\$12.00
(payable Fall Semester of junior and senior years and Spring Semester for sophomores enrolled in Primary Preventive Intervention)	
Regulation School of Nursing Uniforms	\$100.00
(payable Fall Semester of sophomore year)	
Standardized Examination Fees	\$10.00

Transportation to Clinical Agencies

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from those facilities.

Cooperating Hospitals and Agencies

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and community agencies. These resources include:

Belmont-Watertown Community Health Association, Beth Israel Hospital, Boston City Hospital, Boston Department of Health and Hospitals, Boston Hospital for Women, Boston Indian Council, Boston Visiting Nurse Association, Brigham and Womens Hospital, Brockton Visiting Nurse Association, Brookline-Brighton-Newton Jewish Community Center, Brookline Public Schools, Cambridge Hospital, Carney Hospital, Children's Hospital, East Boston Neighborhood Health Center, Faulkner Hospital, Hospice of the Good Shepherd, International Institute, Joseph M. Smith Health Center, Kennedy Memorial Hospital, Laboure Center, Massachusetts Department of Elder Affairs, Massachusetts Department of Public Health, Massachusetts General Hospital, Massachusetts Mental Health Center, McLean Hospital, Melrose-Wakefield Hospital, Mount Auburn Hospital, Needham Visiting Nurse Association, New England Rehabilitation Hospital, New England Sinai Hospital, Newton Day Care Centers, Newton Department of Public Health, Newton-Wellesley Hospital, Newton-Wellesley Visiting Nurse Association, North Shore Children's Hospital, Norwood Hospital, Pine Street Multi-Service Center, St. Elizabeth Hospital, St. Margaret Hospital, Sancta Maria Hospital, Somerville Health Department, Somerville School Department, South Middlesex Visiting Nurse Association, South Shore Hospital, Stoneham Combined Visiting Nurse Association, United States Public Health Service Hospital, Victim-Witness Association, Wellesley Health Department, Western Middlesex Visiting Nurse Association, Weston Manor, Westwood Lodge.

Faculty

Professor Laurel A. Eisenhauer, B.S., Boston College; M.S., University of Pennsylvania; Ph.D., Boston College

Professor Marjory Gordon, B.S., Hunter College, CCNY; M.S., Hunter College; Ph.D., Boston College

Associate Professor Mary E. Calnan, B.S., Rivier College; M.Ed., Boston University

Associate Professor Sarah Cimino, B.S., California State College, L.A.; M.S., Boston College

Associate Professor Mary Ellen Doona, B.S., M.S., Boston College; Ed. D., Boston University

Associate Professor Joyce Dwyer, B.S., M.S., Boston College; M.P.H., Harvard University

Associate Professor Nancy Fairchild, B.S., Boston University; M.S., University of Rochester

Associate Professor Nancy J. Gaspard, B.S., Boston University; M.Ed., University of Florida; M.P.H., University of California (L.A.); Dr. P.H., University of California (L.A.),

Associate Professor Patricia B. Harrington, B.S., University of Massachusetts; M.Ed., Boston University

Associate Professor Carol Hartman, B.S., A.M., University of California (L.A.); D.N.Sc., Boston University

Associate Professor L. Marion Heath, B.S., M.S., Boston University

Associate Professor Loretta P. Higgins, B.S., M.S., Boston College

Associate Professor June A. Horowitz, B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

Associate Professor Bernadette P. Hungler, B.S., Georgetown University; M.S. Boston College; A.M., Northeastern University

Associate Professor Dorothy A. Jones, B.S.N., Long Island University; M.S.N., Indiana University; Ed.D. (Cand.), Boston University

Associate Professor Amy Joyce, B.S.N., M.S., Boston College

Associate Professor Rosemary Krawczyk, B.S., College of St. Catherine; M.S., Boston College

Associate Professor Ronna Krozy, B.S., M.S., Boston College

Associate Professor Nancy C. McCarthy, B.S., Boston College; M.S., Boston University; Ed.D., Boston University

Associate Professor Jean A. O'Neil, B.S., M.S., Boston College

Associate Professor Louise Rauckhorst, B.S., St. Joseph College; M.S.N., Catholic University; Ed.D., Columbia University

Associate Professor Rachel E. Spector, B.S., M.S., Boston College

Associate Professor Mary Anne Sweeney, B.S., State University of New York at Plattsburgh; M.S., Boston College; Ph.D., Boston College

Associate Professor Miriam-Gayle Wardle, B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

Assistant Professor Dolores A. Bower, B.S., University of Rhode Island; M.S., Boston University

Assistant Professor Denise Brett, B.S., Niagara University; M.S., Boston University

Assistant Professor Diane Carser, B.S., M.S., Boston University

Assistant Professor Elizabeth A. Daly, B.S.N., M.S.N., Boston College; D.N.Sc., Boston University

Assistant Professor Katherine S. Detharage, B.S.N., Spalding College; M.S.N., University of Kentucky

Assistant Professor Cynthia Doctoroff, B.S.N., Medical College of Virginia; M.S., Boston University

Assistant Professor Nancy Fazekas, B.S., Ohio State University; M.N., University of Washington

Assistant Professor Teresa T. Fulmer, B.S.N., Skidmore College; M.S., Boston College

Assistant Professor Carol Gavan, B.S., Cornell University; M.S., Boston College

Assistant Professor Lois Haggerty, B.S., Simmons College; M.S., Boston College

Assistant Professor Sandra Hillman, B.S., University of Connecticut; M.S., Boston University; Ph.D. (cand.), Boston College

Assistant Professor Euisook Kim Hong, B.S., M.P.H., Yonsie University; M.S., D.N.Sc. Boston University

Assistant Professor Patricia Kay, B.S.N., M.N., University of Pittsburgh

Assistant Professor Jean P. Kuhn, B.S.N., M.S., Boston University

Assistant Professor Carol Lynn Mandle, B.S., M.S., University of Pennsylvania

Assistant Professor Betty T. Mill, B.S., St. Louis University; M.S., Texas Women's University

Assistant Professor Margaret Murphy, B.S., St. Joseph College; A.M., New York University; Ph.D. (Cand.), Boston College

Assistant Professor Carole Ann O'Brien, B.S., M.S., Boston College

Assistant Professor Joan Pernice, B.S.N., University of Bridgeport; M.S.N., University of Colorado

Assistant Professor Virginia Prout, B.S., M.S., Boston University
Assistant Professor Pauline R. Sampson, B.S., M.Ed., Boston College
Instructor Elizabeth A Bohlin, B.S.N., Univeristy of Massachusetts; M.S.N., Boston University
Instructor Meredith Censullo, B.S., Boston University; M.S., Boston University
Instructor Ann Faas Collard, B.S., Salem State College; M.S., Boston College
Instructor Mary A. Haley, B.S., Boston College; M.S.N., Catholic University of America
Instructor Jane Hanron, B.S.N., Vanderbilt University; M.Ed., North-eastern University
Instructor Susan James, B.S.N., Boston College; M.S.N., University of Pennsylvania
Instructor Maureen T. Lynch, B.S., Northeastern University; M.S., Boston College
Instructor James J. McColgan, Jr., B.S., Boston College; M.S., Boston University
Instructor Sandra Mott, B.S., Wheaton College; M.S., Boston College
Instructor Marthea D. Murphy, B.S., Boston College; M.S.N., Boston College
Instructor Sheila A. Packard, B.S., Boston College; M.S.N., Yale University
Instructor Johanne Quinn, B.S., Boston College; M.S., Boston University; Ph.D. (cand.), Boston College
Instructor JoAnne H. Regan, B.S., Boston College; M.S., Boston University
Instructor Helen Reiskin, B.S., Hunter College; M.A., Columbia University; M.A., Boston College; Ph.D., Boston University
Instructor Linda Spink, B.S., Michigan State University; M.S., Boston University
Instructor Eleanor Tabeek, B.S.N., Boston College; M.S.N., Catholic University
Instructor Eleanor Venetzian, B.S.N., Boston College; M.S., Boston College

Teaching and Resource Personnel for Undergraduate Program

Cynthia Aber, R.N., Lecturer
B.S., Fitchburg State College; M.Ed., M.S., Boston University
Salwa H. Abou-Mhaya (Sister Benoit), R.N., Lecturer
B.A., Dominican College; B.S.N., Nazareth College; M.S., Boston Col-
lege
Jill Bloom, Lecturer
B.A., University of California (Santa Cruz); M.Ed., Ph.D., Boston Col-
lege
Joann Brown, R.N., Lecturer
B.S., College Misericordia; M.S., Boston College
Joyce Callaghan, R.N., Lecturer
B.S., Villanova University; M.S., Boston University
Mary Ann Corcoran, R.N., Lecturer
B.S., D'Youville; M.S., Boston University
Francine Dionne, R.N., Lecturer
B.S., Boston College; M.S., Boston University
Carol Ellenbecker, R.N., Lecturer
B.S., University of New Mexico; M.S., Boston College
Joan FitzMaurice, R.N., Lecturer
B.S., Boston College; M.S.N., Catholic University
Ellen Freeman, R.N., Lecturer
B.S., M.S., Boston College
Carol Fulton, R.N., Lecturer
B.S., Boston College

Linda Gold-Pitegoff, R.N., Lecturer
B.A., Northeastern; B.S., M.S., Boston University
Dianne Hagen, R.N., Lecturer
B.S., SUNY at Buffalo; M.A., Columbia
Ann Kittler, R.N., Lecturer
B.S., D'Youville College; M.S., Boston University
Elizabeth Koundakjian, R.N., Lecturer
B.S., Boston University; B.A., University of California (Berkeley);
M.Ed., Boston State
Dorothy Mara, R.N., Lecturer
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Carol Merrifield, R.N., Lecturer
B.S., M.S., Boston College
Elinor O'Brien, R.N., Lecturer
B.A., Emmanuel College; B.S., Boston College; M.Ed., Boston Uni-
versity; Ph.D., Boston College
Judith Pirolli, R.N., Lecturer
B.S., M.S., Boston College
Eileen Plunkett, R.N., Lecturer
B.S., M.S., Boston College
Martha Powers, R.N., Lecturer
B.S. Boston College; M.S., Boston University
Marylou Sawatsky, R.N., Lecturer
B.S., Wagner College; M.S., Boston University
Rosemary Snapp, R.N., Lecturer
B.S., University of Rochester; M.S., Boston College
Elizabeth Sturdy, R.N., Lecturer
B.S., Boston College; M.S., Boston University
Linda Tenofsky, R.N., Lecturer
B.S., Boston College; M.S., Boston University
Maureen Young, R.N., Lecturer
B.S., Boston University; M.S., Lesley College; M.S.N., Boston Uni-
versity

Course Offerings

**Nu 057 Seminar on Professional Expansion and Educational
Direction (F, S; 1)**
The seminars are constructed to explore systematically perceptions,
thoughts, and feelings about nursing and professional goal attainment
through education. It explores the series of interactions in which the
R.N. student will engage and the resultant influence on self-concept
and role-identity. Skills, process, and outcomes of expanding profes-
sional awareness will be stressed.

Nu 070 Scope of Human Development I (F; 3)
Prerequisites: All required freshman courses.
This course surveys major theories of human growth and develop-
ment of individuals. Physical, cognitive, and language development
are emphasized. Theories are tested with direct observations as well
as readings and discussions.

Nu 071 Scope of Human Development II (S; 3)
Continuation of Nu 070. This course surveys major theories of growth
and development of the individual in social interaction. Family de-
velopment and influence are emphasized. Attention is given to com-
munity resources. Nursing implications are illustrated.

Nu 072 Scope of Human Development (F, S; 3)
Prerequisites: Bi 130, 131, 132, 133; Ch 101, 102, 103, 104
This course provides an overview of the theoretical and empirical
approaches to the study of human growth and development through-
out the life span. Physical, cognitive, language, and social develop-
ment are studied and interrelated. The course focuses on the
individual within the family setting. Major theories of human phys-
ical, cognitive, language, and social development are studied via read-

ing, films, discussion, and reported experiential assignments. Methods of observation and evaluation of behavior, critical analysis, and evaluation of theory use are stressed.

Introductory physical and social science courses, e.g., anatomy and physiology, will be reconsidered from a developmental perspective. Course text, materials, and content will be related to subsequent nursing courses.

Illustration of nursing process implications of theories of human development will be offered.

Nu 080 Pathophysiology (F, S; 3)

Prerequisites: Bi 130, 131, 132, 133; Ch 101, 102, 103, 104

This course presents an integrated approach to human disease. It deals with underlying concepts of physiological function and the symptoms of dysfunction which indicates alterations in the controlling mechanisms of the body. The course is designed to provide the student with an understanding of the basic processes of pathogenesis and their interrelationships. The concepts presented will enable the student to view disease as a dynamic state resulting from a number of causative factors.

Nu 130 Primary Preventive Intervention (F, S; 8)

Prerequisites: Nu 071 or 072, 080

The study of nursing at that level of health promotion which focuses on the maintenance of optimal functioning of individuals and groups at all developmental stages. Emphasis will be on the knowledge and skills needed to discriminate health from illness, to recognize those behaviors indicative of potential illness, and to collaborate in assisting the client to maintain optimal health. This course is to be taken concurrently with Nu 134.

Nu 131 Primary Preventive Intervention (F, S; 4)

Prerequisites: Nu 072, 080

The study of nursing at that level of health promotion which focuses on the maintenance of optimal functioning of individuals. Emphasis will be on the knowledge and skills needed to discriminate health from illness, to recognize those behaviors indicative of potential illness, and to collaborate in assisting the client to maintain optimal health. This course is to be taken concurrently with Nu 135.

Offered Spring Semester 1981–82.

Nu 134 Nursing Methodology (F, S; 4)

Prerequisites: Nu 071 or 072, 080

This course introduces the student to the nursing process, communication theory and knowledge necessary for assessing the functional ability of each body system for the well person. A weekly two-hour laboratory experience on campus facilitates the learning experience.

Nu 135 Nursing Methodology (F, S; 5)

Prerequisites: Nu 072, 080

This course introduces the student to the nursing process, communication theory and knowledge necessary for assessing the functional ability of each body system for the well person. Basic nursing techniques are also introduced. A weekly two-hour laboratory experience on campus facilitates the learning experience.

Offered Spring Semester 1981–82.

Nu 200–204 Secondary Preventive Intervention I, II (F, S; 9, 9)

Prerequisites: Nu 130, 134

The study of nursing at that level of health promotion which focuses on the restoration of health and limitation of disability with clients having an acute illness at all developmental levels. Through the utilization of the nursing process, the student will facilitate the client's adaptation to the stress of illness.

Nu 201 Secondary Preventive Intervention I (F, S; 6)

Prerequisite: Nu 072, 080

The study of nursing at the level of health promotion which focuses on the restoration of health and limitation of disability with adult clients with a moderate degree of illness. Through the utilization of the nursing process the student will facilitate the client's adaptation to the stress of illness.

Offered Spring Semester 1981–82.

Nu 202 Secondary Preventive Intervention II (F, S; 5)

Prerequisites: Nu 131, 135, 201

The study of principles of Secondary Preventive Intervention in caring for clients and families during the childbearing cycle. Also included is the nursing care of the newborn.

Offered 1982–83.

Nu 203 Secondary Preventive Intervention III (F, S; 5)

Prerequisites: Nu 131, 135, 201

The study of principles of Secondary Preventive Intervention in caring for children with acute illness.

Offered 1982–83.

Nu 205 Pharmacotherapeutics (F, S; 2)

Prerequisites: Nu 131, 135, 201

The study of the principles of pharmacodynamics and drug therapy as related to the role of the professional nurse.

Offered 1982–83

Nu 207 Perspectives on Professional Nursing (F, S; 2)

Prerequisite: Nu 130

This course will provide the student with the opportunity to integrate previous and concurrent knowledge about nursing care, nursing as a profession, the health care system, society's needs and approaches to effective change. Past and present aspects of these are considered as a basis for viewing the future. This course will also focus on the transition from the student to practitioner role. Laurel Eisenhower

Nu 208 Secondary Preventive Intervention IV (F, S; 6)

Prerequisites: Nu 202, 203

The study of principles of Secondary Preventive Intervention in caring for adult clients in adapting to stresses of acute illness.

Offered 1982–83.

Nu 209 Secondary Preventive Intervention V (F, S; 5)

Prerequisite: Nu 208

The study of the principles of Secondary Preventive Intervention involved in the care of clients experiencing the stresses of mental illness.

Offered 1983–84.

Nu 211 Perspectives on Professional Nursing (F, S; 3)

Prerequisite: Nu 131

This course will provide the student with the opportunity to integrate previous and concurrent knowledge about nursing care, nursing as a profession, the health care system, society's needs and approaches to effective change. Past and present aspects of these are considered as a basis for viewing the future. This course will also focus on the transition from the student to the practitioner role.

Nu 214 Introduction to Nursing Research (F, S; 3)

This course provides an introduction to the basic principles of research theory and methodology, with the goal of more clearly understanding the research process. A computer laboratory experience and research exercises are utilized.

Nu 215 Tertiary Preventive Intervention (F, S; 6)

Prerequisite: Nu 208

The study of nursing at that level of health promotion which assists clients in maintenance of optimal health within their system of limitation. Focus will be on the care of clients with complex, chronic health problems or limitations in both institutional and community settings.

Offered 1983–84.

Nu 220 Tertiary Preventive Intervention (F, S; 6)

Prerequisites: Nu 200, 204

The study of nursing at that level of health promotion which assists the clients in maintenance of optimal health within their system of limitation. Emphasis will be on the development of knowledge, skills, and attitudes needed to assess the functional potential of individuals and groups at all developmental stages and to negotiate in restoring the client to optimal health function.

Nu 224 Advanced Nursing: Clinical Research Practicum (F, S; 6)

Prerequisites: Nu 204, 214

This course provides students with an opportunity to select an area of interest in which to expand their knowledge and refine their skills in a particular phase of clinical practice. The theoretical aspects of the course focus on advanced concepts from all levels of nursing intervention. Students utilize the research process to investigate a selected facet of nursing in their clinical specialty.

Nu 299 Readings and Research: Independent Study (F, S; 1–3)

Prerequisites: Senior nursing student, GPA 3.0 or above, permission of faculty member and undergraduate curriculum committee.

This is an opportunity for eligible students to pursue an area of interest in nursing under direction of an individual faculty member. Proposals must be submitted to faculty members at least one week before the registration for the semester in which the study will be undertaken. The guidelines and protocol for independent study that must be followed are available in the Office of the Dean.

Nu 301 Cultural Diversity in Health and Illness (F, S; 3)

Prerequisites: Senior nursing student or consent of instructor.

The purpose of this course is to bring the student into a direct interface between the minority (Black, Chicano, Puerto Rican, and Indian) consumer and the American Health Care Delivery System. The course content will include discussion of the following topics: the perception of health and illness among health care providers and minority consumers; the cultural and institutional factors that affect their (the consumer) access to and use of health care resources; their health care practices; their ways of coping with illness and related problems; and the manner in which they and their problems have been depicted in the literature (e.g., the works of Lewis, Kiev, Clark . . .) and its implications.

Offered at the discretion of the School of Nursing. Rachel Spector

Nu 310 Modern Nutrition: Issues and Education (F, S; 3)

This course provides an introduction to nutrition. No college science prerequisite is necessary; biology and chemistry are included as a basis for nutrition concepts.

Selected nutrition issues are used to illustrate nutrition principles; techniques of nutrition education are also included.

Patricia Harrington

Nu 312 Aging: Trends and Issues (S; 3)

Prerequisites: None

This is an introductory course for students interested in common

concepts and current data of adult development. Various sociological, psychological, and biological theories are explored. Emphasis is also given to health delivery systems and legislation affecting the aging population.

Offered at the discretion of the School of Nursing.

Nu 324 Introduction to Psychopharmacology

(F, S, Intersession; 3)

A guided T.V. lecture series designed to introduce students to the basic questions related to the study of drugs and their influence on human behavior. The lectures televised are presented by outstanding researchers in the area of drugs and behavior. An instructor will provide guidance in the interpretation of the lectures and direction in the readings. The series is designed to provide basic knowledge about drugs to students of human behavior who are interested in the pharmacological approaches to modify human behavior. Strong emphasis is placed on the present clinical use of drugs in the area of psychiatric disturbances.

Open to all graduate students, senior nursing students, and behavioral science majors with permission of the instructor.

Carol Hartman

Miriam-Gayle Wardle

Nu 330 The Pharmacologic Basis of Patient Care (S; 3)

Prerequisite: Senior nursing student or consent of instructor.

The course focuses on increased understanding of the physiological, psychological, and the sociocultural effects of the major classifications of drug therapy and the implications for patient care. The major drug classifications are discussed and correlated with the more common patient/client problems.

Laurel Eisenhauer

Evening College of Arts and Sciences and Business Administration

Education for Individuals

Through the challenges of its liberal and professional programs the Evening College extends an opportunity to men and women, young and old, of every race, color, creed, handicap and national origin to discover and develop their individual potential through higher education. Whether a person's goal is a degree or simply to take a stimulating course or two, the Evening College provides an opportunity for each individual to pursue personal interests. Students include recent high school graduates who want to earn a degree and work at the same time; busy housewives who can allot only one or two hours a day for study; those with a precisely defined goal in mind; and those as yet unsure about which direction to take. The Evening College offers the curricular resources, the flexibility and the understanding to respond to these individual intellectual characteristics and needs.

Degree Students

Degree applicants must complete a Boston College Evening College application and submit an official copy of the secondary school record or equivalency certificate. If a post-secondary institution or college (including any other division of Boston College) was attended, an official transcript must be mailed directly from the institution to the Evening College.

While secondary school graduation or its equivalent is required, the academic entrance requirements are flexible. The over-all quality of an academic record and the applicant's present seriousness of purpose are criteria of admission. No entrance examinations are required. Interested applicants may participate in CLEP—the College Level Examination Program—used to evaluate non-traditional college education such as self-directed study and job related experiences. On the basis of CLEP scores applicants may be awarded college credits.

On the basis of transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in accredited colleges. Courses equivalent in content and quality to those offered by Boston College and which merited a grade of at least C are considered. Transfer students must complete at least half their course work at Boston College to be eligible for a degree.

Special Students

Candidates interested in taking evening courses for academic credit, but not registering for a degree may arrange at registration to enroll for courses as Special Students; no previous application is necessary. Many students attend the Evening College to pursue special interests or to prepare themselves for professional advancement. Experiencing courses well taught, some become degree candidates.

Evening Courses

The Evening College curriculum recognizes and expands its students' particular strengths: their maturity, exceptional motivation and breadth of specialized experience. Some students register for a single course; others pursue undergraduate degree programs. The programs are described in terms of courses designed to broaden and augment one's interest. The maximum course load per week is three; authorization for one additional course will be given only if a student has completed three courses, each with a grade of B– or above, in the previous semester. Academic credit for each course is earned by independent study and participation at class one evening each week from 7:00 to 9:30 p.m.

Day Courses

Through registration in the Evening College, qualified adults may take courses offered during the day alternating as convenient between day and evening attendance. This opportunity is especially attractive to women whose academic careers have been interrupted and who would like to resume their college education on a part-time basis. Admission to courses is granted on an individual basis; interested

candidates should arrange an appointment with a member of the Evening College Staff.

Programs of Study

The curriculum of the Evening College provides a framework within which students of widely differing backgrounds and preparation may select courses suited to their individual interests and varied career objective. The programs provide elective specializations in Business, the Humanities, and the Social Sciences. For graduation, a student must satisfactorily complete thirty courses with a cumulative average of at least C–. Course requirements for the baccalaureate degree may be completed in five years.

To foster informed and mature development within the context of a shared and common cultural background all programs require the completion of specific core courses in the following areas:

Humanities (7 courses)

College Composition, Literary Works, English elective, Problems of Philosophy and Philosophy elective; and two Theology electives.

Social Sciences (5 courses)

Two history courses and three additional courses selected from the following areas: Economics, History, Political Science, Psychology or Sociology.

Natural Sciences (2 courses)

Two courses in Mathematics or Science.

Information and Office Location

The Evening College has willing and experienced individuals who are eager to help students arrange a realistic schedule—one that combines full-time work responsibilities with educational goals. For a special catalogue contact the Evening College office, Fulton Hall 317, Boston College, Chestnut Hill, Massachusetts 02167.

Summer Session

The outstanding characteristic of the Boston College Summer Session is the opportunity it provides both undergraduate and graduate students to enroll in core courses and electives; short-term workshops and institutes; and the special programs of current value and relevance not offered by Boston College at any other time of the year.

Although the Summer Session does not grant degrees, students may transfer credits towards degree programs at Boston College and to other institutions. The Summer Session runs for six weeks from late June through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same six-week period there are also two sections of intensive three-week courses. Some of the three-week courses enable students to take two sequential semesters of a subject. Students may register for either section or both according to individual need.

Boston College undergraduates who, by failure, withdrawal, or underload, lack the number of courses required for his/her status may make up these deficiencies by passing a course in the Summer Session. Every make-up course must be approved by their dean prior to registering for it. Students may register in advance by mail or in person at the Summer Session Office from March to June or attend a Walk-In Registration in late June.

Students frequently elect to live in the dormitories or apartments making their arrangements directly with the Summer Housing Office; others find it more convenient to commute. Both cafeteria service and a resident meal plan are available.

The parking permit issued to Boston College undergraduates during the regular academic year remains valid for the Summer Session. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For information about the courses and special programs offered in the Summer Session, obtain a Summer Session catalog, published in March, from the Summer Session Office in McGuinn Hall, Room 437.

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The University

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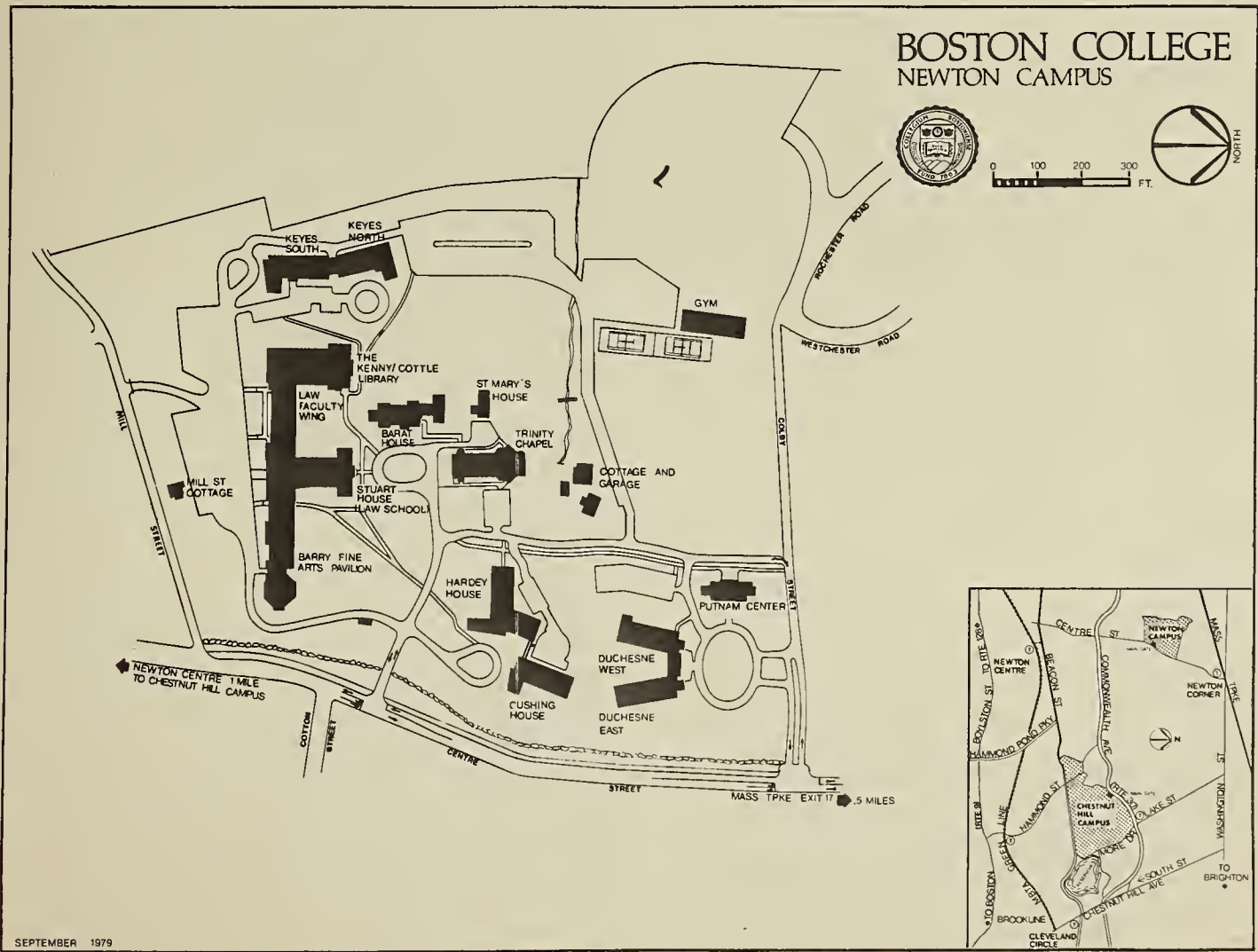
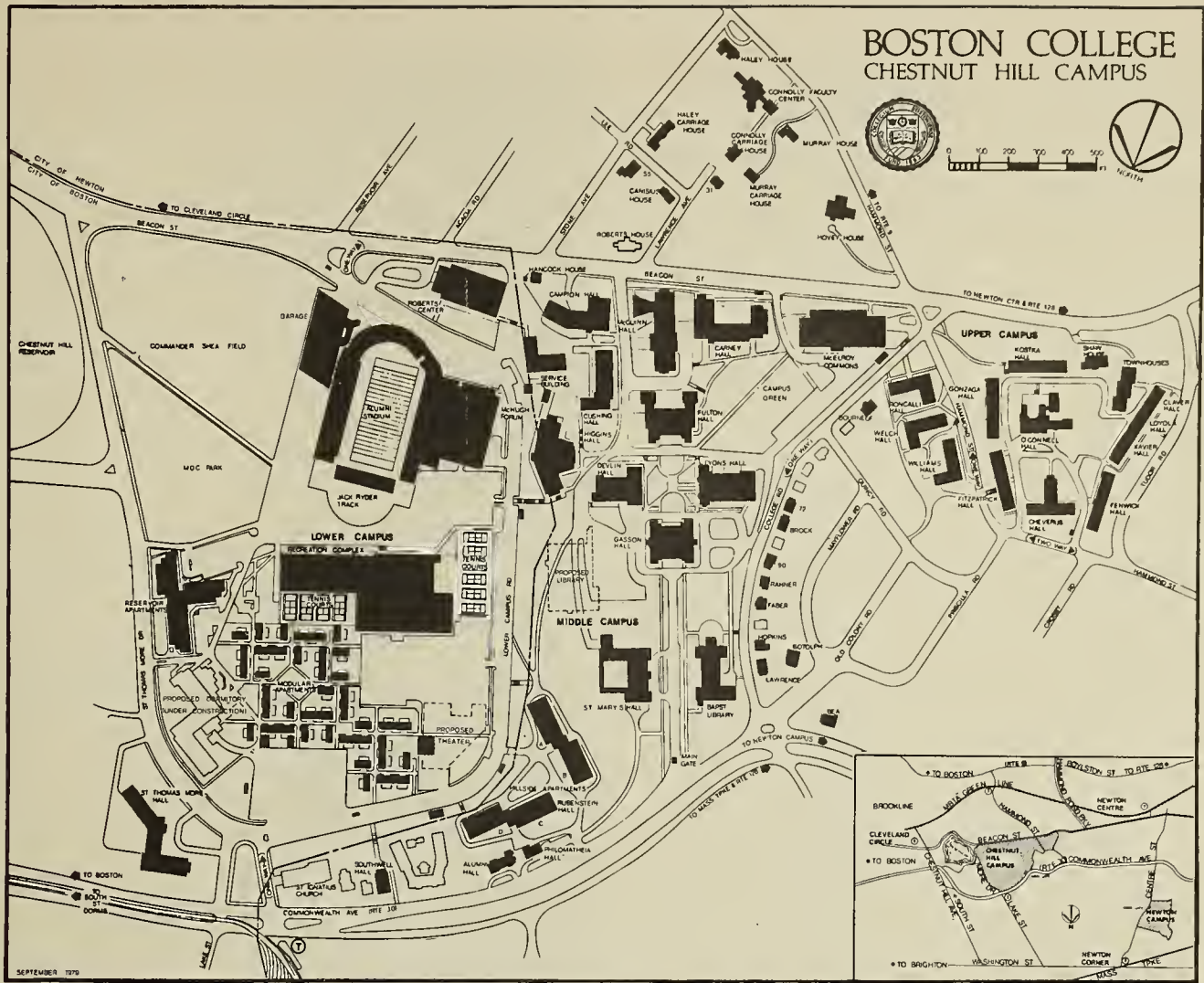
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Carole L. Wegman, A.M.
Director of Student Programs and Resources

John F. Wissler, M.B.A.
Executive Director of Alumni Association

Campus Map



Directory and Office Locations

Accounting Department		
Frederick Zappala, Chairmon	Fulton	100
Administrative Sciences Department		
David Murphy, Choirmon	Fulton	301C
Admissions		
Undergraduate: Charles Nolan, Director	Lyons	120
Graduate: Department Chairpersons		
AHANA		
Donald Brown, Director	Gasson	104
Arts and Sciences		
William B. Neenan, S.J., Deon	Gasson	103
John Harrison, Associate Deon	Gasson	109
Marie McHugh, Assistant Deon	Gasson	109
Henry McMahon, Associate Deon	Gasson	109
Biology Department		
Jonathan J. Goldthwaite, Chairmon	Higgins	321
Center for East Europe, Russia and Asia		
Thomas J. Blakeley, Director	Carney	201A
Chemistry Department		
Jeong-Long Lin, Chairmon	Devlin	218A
Classical Studies Department		
Eugene W. Bushala, Chairman	Carney	124
Computer Sciences Department		
James Gips, Chairmon	Fulton	406
Counseling Psychology Program		
Francis Kelly, Director	McGuinn	314
Counselors		
Sandra Crump	Gasson	108
John Hennessey	Gasson	108
Weston Jenks	Gasson	108
Christine Merkle	Fulton	201
Anne Pulsifer	Campion	301
David Smith	Gasson	108
Wendy Sobel	Campion	301
Eugene Taylor	Fulton	205
Curriculum and Instruction Program		
Lillian Buckley, Director	Campion	202
Coordinators:		
Elementary, Lillian Buckley	Campion	202
Media Specialist, Fred Pula	Campion	10
Reading Specialist, John Savage	Campion	312
Science Education, George Ladd	Campion	219
Secondary Education, Raymond Martin	Campion	303
Dean of Admissions, Records and Financial Aid		
John Maguire, Deon	Lyons	106
Economics Department		
Richard W. Tresch, Chairman	Carney	132
Education		
Mary Griffin, Deon	Campion	103
Edward Smith, Associate Deon	Campion	104A
Melissa Horton, Assistant to the Deon (Groduote)	Campion	103
Educational Foundations Program		
John Walsh, Director	Campion	310
English Department		
Joseph Appleyard, S.J., Chairmon	Carney	450
Evening College		
James Woods, S.J., Deon	Fulton	317
Finance Department		
Walter Greaney, Chairmon	Fulton	310
Financial Aid		
Robert Turner, Director	Lyons	210
Fine Arts Department		
Marianne W. Martin, Choirwomon	Barry	216
General Management Program		
John W. Lewis, Director	Fulton	219
Geology and Geophysics Department		
J. Christopher Hepburn, Chairmon	Devlin	203
Germanic Studies Department		
Christopher Eykman, Chairman	Carney	325
Graduate Arts and Sciences		
Donald White, Dean	McGuinn	221A
George Fuir, S.J., Associate Deon	McGuinn	221C
Higher Education Program		
Mary Kinnane, Director	Campion	214
History Department		
Alan Rogers, Chairmon	Carney	116
History and Philosophy of Education Program		
Edward Power, Director	Campion	313
Honors Programs		
Arts and Sciences: David Gill, S.J.	Gasson	111
Education: Associate Deon Edward Smith	Campion	104A
Management: Ronald Pawliczek	Fulton	100
Housing		
Richard Collins, Director	Rubenstein	
Instructional Leadership and Admin. Program		
Vincent Nuccio, Director	McGuinn	603
Law School		
Richard Huber, Deon	Stuart	M309
Law Department		
William Hickey, Chairmon	Fulton	403
Library Reference Department		
John C. Stalker, Chief Reference Librarian	Bapst	
Management		
John Neuhauser, Deon	Fulton	405
Justin Cronin, Undergraduate Associate Deon	Fulton	314
Marketing Department		
Michael P. Peters, Chairmon	Fulton	303
Mathematics Department		
Paul R. Thie, Chairmon	Carney	317
Music Program		
Olga Stone, Director	St. Mary's House, Newton	
Nursing		
Mary Dineen, Deon	Cushing	203
Laurel Eisenhauer, Undergroduote Choirwomon	Cushing	218
Dorothy Jones, Groduote Choirwomon	Cushing	220
Organization Studies Program		
James L. Bowditch, Director	Fulton	215
Philosophy Department		
Joseph Flanagan, S.J., Chairmon	Carney	272
Physics Department		
Robert Carovillano, Chairmon	Higgins	355
Political Science Department		
David Manwaring, Chairman	McGuinn	200
Programs for Women		
Margaret Dever, Director	St. Mary's House, Newton	
Psychology Department		
Randolph D. Easton, Chairmon	McGuinn	349
Religious Education Program		
Robert Daly, S.J., Acting Director	31 Lawrence Ave.	
Romance Languages and Literature Department		
Vene Lee, Chairwomon	Carney	333
Slavic and Eastern Languages Department		
Michael Connolly, Chairmon	Carney	236
Social Work Graduate School		
June Hopps, Deon	McGuinn	132
Sociology Department		
Lynda Holmstrom, Choirwomon	McGuinn	416
Special Education and Rehabilitation Program		
John Eichorn, Director	McGuinn	B14
Deaf/Blind Program, Sherril Butterfield		
Visual Handicapped, Wilma Hull		
Speech Communication and Theatre Department		
Donald A. Fishman, Chairmon	Lyons	214B
Student Accounts and Loans		
Joyce King, Director	More	302
Frank Hartin, Credit Administrotor	More	302
Katherine Rosa, Loon Supervisor	More	302
Patricia Palleschi, Acct. Supervisor	More	302
Summer Session		
George Fuir, S.J., Deon	McGuinn	221C
Theology Department		
Robert Daly, S.J., Chairmon	Carney	418
University Registrar		
Louise Lonabocker, Registrar	Lyons	101
Elizabeth Strain, Service Coordinotor	Lyons	101
University Chaplain		
John A. Dineen, S.J.	McElroy	215

Academic Calendar 1981–82

FIRST SEMESTER

August	26 Wednesday	Evening college students register.
August	29 Saturday	Orientation program for freshmen and transfer students begins.
September	1 Tuesday	Registration for undergraduate transfers, readmits and failure-to-register-in-April students.
		Last date for those registered to withdraw or obtain a leave of absence with full tuition credit.
		Faculty Convocation.
September	2 Wednesday	Classes begin for undergraduates.
		Beginning of one and one-half week period for undergraduate change of courses.
September	7 Monday	Labor Day—no classes.
September	8 Tuesday	Confirmation of first semester registration for all day undergraduates.
	to	
September	11 Friday	
September	25 Friday	No late registration or confirmation of registration after this date.
October	12 Monday	Columbus Day—no classes.
October	26 Monday	Second semester registration material available.
November	10 Tuesday	Undergraduate second semester registration materials should be returned to the University Registrar's Office.
November	11 Wednesday	Veterans Day—no classes.
November	25 Wednesday	Thanksgiving holidays begin at noon.
November	30 Monday	Classes resume.
		Final date for official withdrawal from a course.
December	10 Thursday	Study days—no undergraduate classes.
	and	
December	11 Friday	
December	12 Saturday	Examination period.
	to	
December	18 Friday	
December	19 Saturday	Christmas vacation begins.

SECOND SEMESTER

January	11 Monday	Evening college students register.
January	15 Friday	Freshman & Transfer Orientation.
	and	
January	16 Saturday	
January	16 Saturday	Registration for undergraduate transfers, readmits, and failure-to-register-in-November students.
January	18 Monday	Second semester classes begin for undergraduates.
		Beginning of two week period for undergraduate change of courses.
January	25 Monday	Confirmation of second semester registration for all day undergraduates.
	to	
January	29 Friday	
February	15 Monday	Winter vacation begins.
February	22 Monday	Classes resume.
March	22 Monday	1982–1983 Bulletin and Course Schedule Booklets available from the University Registrar.
		Academic advisement throughout the university.
April	5 Monday	Undergraduate fall registration materials should be returned to the University Registrar's Office.
April	7 Wednesday	Easter vacation begins at the close of classes.
April	13 Tuesday	Classes resume.
		Final date for official withdrawal from a course.
April	19 Monday	Patriot's Day—no classes.
May	4 Tuesday	Study days—no undergraduate classes.
	and	
May	5 Wednesday	
May	6 Thursday	Examination period.
	to	
May	12 Wednesday	
May	23 Sunday	Baccalaureate ceremony.
May	24 Monday	Commencement.

